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ABSTRACT

This handbook describes a college level self-pacing mastery learning corrective and developmental reading program in the areas of study skills, vocabulary, comprehension, reading in the content areas, critical reading, and rate flexibility. Each learning module contains a program of learning experiences, performance competencies, a topic, a rationale, and an objective. Six additional elements contained in each module are: preassessment, a list of the competencies, suggested learning experiences, criterion behaviors, postassessment, and a bibliography of sources used in the module. Appendixes include an individual student form, a class record, and a student feedback form for assessing the modular delivery system; group reading inventories, for English and social studies; and a sample class profile/summary chart for the group reading inventories. (TJ)

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A MODULAR APPROACH TO READING IMPROVEMENT

AT THE COLLEGE LEVEL

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

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BACKGROUND INFORMATION

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HISTORICAL PERSPECTIVE AND OVERVIEW

The Institute for Teaching and Learning, established at Spelman College in 1974, is a consortium in which the following historically black colleges and universities have united to develop approaches which will improve instruction and motivate learning in students from minority groups:

Bethune-Cookman College; Daytona Beach Florida
Clark College; Atlanta, Georgia
Fort Valley State College; Fort Valley, Georgia
Jackson State University; Jackson, Mississippi
Lincoln University; Jefferson City, Missouri
Miles College; Birmingham, Alabama
Morehouse College; Atlanta, Georgia
Morris Brown College; Atlanta, Georgia
Rust College; Holly Springs, Mississippi
Spelman College; Atlanta, Georgia
Stillman College; Tuscaloosa, Alabama
Tougaloo College; Tougaloo, Mississippi
Xavier University; New Orleans, Louisiana

During the summer of 1975, the Institute for Teaching and Learning used funds from the Danforth Foundation to sponsor a workshop for instructors of college-level reading. The purposes of this workshop were for instructors to develop course objectives and materials, explore different instructional approaches, and select or develop appropriate evaluation instruments for freshman-level reading courses.

Instructors from ten member schools participated in this workshop. They produced *A Modular Delivery System for Reading Improvement Programs at the College Level*, a volume consisting of clusters of instructional modules covering the following skill areas which are generally included in freshman-level corrective and developmental reading programs: study skills, vocabulary, comprehension, reading in the content areas, critical reading, and rate flexibility.

Six months later, the participants and consultants reconvened to assess the effectiveness of using the modular approach in teaching freshman-level reading classes and to suggest changes in the syllabus. The following recommendations came from this meeting:

1. Obtain a commitment to field-test the modules from administrators, directors of reading programs, and reading instructors at one or more of the colleges in the Institute for Teaching and Learning.

2. Revise the modular program, providing pre-tests and post-tests for each module, a sequential list (according to level of difficulty) of learning experiences, a bibliography at the end of each module or module cluster, a variety of suggested instructional resources, and information about the types of reading programs and the characteristics of the students involved in field-testing the modules.

3. Copyright the revised syllabus.

In order to implement the recommendations suggested by the group, the Institute for Teaching and Learning applied for and received a grant from the Southern Education Foundation. The process of field-testing and revising the modules began in the summer of 1977, and continued throughout the 1977-78 academic year. Reading instructors from Clark, Morehouse, and Tougaloo Colleges used a number of the modules in both corrective and developmental types of reading classes.

Clark, Morehouse, and Tougaloo Colleges, the institutions that participated in the field-testing, have much in common. All three are historically black colleges; all are liberal arts colleges; all have small enrollments--in the 1,000 to 2,000 range; all three schools offer reading as a part of the general education curriculum. Although basically similar, each school's reading program is distinctive. Therefore, the field-testing conditions varied somewhat in each college.

Clark College is a private, church-related, liberal arts institution which enrolls almost 2,000 young men and women. Twenty freshmen enrolled in second semester reading classes at Clark College field-tested the modules. The standardized placement test raw scores for these students ranged from 16 (first percentile) to 41 (seventeenth percentile) with a mean score of 28.2. Reading classes at Clark meet four hours per week for two semesters. Students may exit from the reading program when they accomplish the course objectives and achieve a score above the cut-off point on the standardized test, the Iowa Silent Reading Test (1973), which is used for placement purposes. To be exempted from reading or to exit from the course at the end of one semester, Clark College students must score above the fiftieth percentile. At Clark, the reading courses are structured to meet students' individual needs. In developing a program for each student, reading faculty make diagnoses on the basis of tests and inventories. Students who complete course requirements earn letter grades.

Forty-two students participated in the field-testing procedure at Morehouse College, a liberal arts college for men which enrolls approximately 1,500 students. Of the forty-two students who used the modules, twenty-three were enrolled in Corrective Reading, and nineteen were in Developmental Reading. Their raw scores on the screening instrument used for placement ranged from 20 (first percentile) to 46 (twenty-fourth percentile), with a mean score of 38.5, for students in Corrective Reading. Raw scores of students in Developmental Reading ranged from 31 (seventh percentile) to 55 (thirty-sixth percentile), with a mean score of 43.7. At Morehouse, Corrective Reading is a two-semester, non-credit course that is required of students who score below the forty-eighth percentile on the placement instrument, the Iowa Silent Reading Test (1973). Corrective and Developmental classes meet approximately three hours per week. Developmental Reading is a two-semester course; each semester yields three hours credit as an elective. Students scoring above the fiftieth percentile on the placement test, as well as those who make equivalent progress during the first semester of Corrective Reading, are urged to enroll in Developmental Reading. Other students who are not required to take reading may elect Developmental Reading. Emphasis in this course is on critical reading and thinking, wider reading, and flexibility of rate. Whether enrolled in Corrective or Developmental Reading, Morehouse students are required to spend an additional one or two hours per week in laboratory sessions which provide individual practice. Generally, about three-fourths of entering freshmen are served by the Morehouse College Reading Program.

Tougaloo College enrolls almost 1,000 students. The Reading Center at Tougaloo offers both Correctional and Developmental classes. Satisfactory completion of Developmental Reading or a reading grade level of 13.0 on The Nelson-Denny Reading Test is a requirement for graduation from Tougaloo College. Correctional classes meet twice weekly for a total of two hours, and enroll students whose reading scores are below college freshman level. Students who enroll in the course earn no credit hours, and receive a grade of satisfactory or unsatisfactory. The Developmental Reading course is not required of students who score 13.0 or higher, but students whose reading grade levels fall between 12.0 and 13.0 are required to enroll. Others may enroll in Developmental Reading on a voluntary basis. Classes meet twice weekly, and students earn one credit hour and a letter grade. The Reading Center also serves any Tougaloo student who wishes to enroll for additional study or enrichment activities. The students who field-tested the modules during the 1977-78 academic year were twenty-five students in Correctional and twenty-eight students in Developmental Reading. On The Nelson-Denny Reading Test, the raw scores of the students in the Correctional Reading group ranged from 24 (grade level equivalent 6.0) to 57 (grade level 11.8), with a mean score of 42.1. The raw scores of the students in Developmental Reading ranged from 32 (grade level equivalent 9.0) to 69 (grade level 13.3), with a mean score of 50.6.

This volume represents the work of a number of reading instructors over a period of three years. The unifying theme is the desire to find and use alternative approaches to help students acquire the reading skills that will enable them to master the subjects which they are studying as well as derive pleasure and practical benefits from reading.

INTRODUCTION

The recognition of reading as a developmental process has long been established in the literature. However, it was only in the past half century that a few colleges began to undertake the task of providing systematic reading instruction for entering freshmen on a voluntary or required basis, as a part of the college curriculum. In the past decade, 1965-75, more colleges have recognized the need to initiate reading-study courses and have taken steps to hire specially-trained personnel to provide such services. The aims of college and adult reading courses vary somewhat from one institution to another, but generally there is agreement that reading improvement courses should seek to enhance the study skills, habits and attitudes as well as vocabulary, comprehension and rate of comprehension skills consistent with the demands for successful college-level performance.

One of the innovative teaching strategies which is gaining wide acceptance and use is the Modular Delivery System growing out of competency-based instruction in reading improvement programs. The idea of self-seeking, self-pacing, and self-selection is basic to the modular approach; the learning activities provided are designed to be teacher-free, allowing students several alternative routes for achieving established reading goals or objectives.

As a result of the first evaluation of the original handbook, *A Modular Approach to Reading Improvement Programs at the College Level*, the developers of the modules agreed that the materials would be field-tested in several of the participating colleges. With the above tasks completed, the field-testers and consultants reviewed the evaluations and modules. Of the twenty-four modules in this volume, sixteen were field-tested and revised and three were revised without field-testing. The remaining five modules have not been revised and field-tested.

The authors of the handbook are aware that some of the materials listed in learning experiences may not be available in various reading centers. There are other materials that might be substituted; however, the developers have reviewed many books and other materials and have found the listed resources to be appropriate and highly motivational.

It is by no means suggested that all the learning activities which are listed must be used. The modules as written are not designed to stifle the creativity of the teacher or the student but rather to stimulate and ignite creative, as well as provocative, thinking.

The Clusters of Instructional Modules

The Instructional Modules contain a program of learning experiences, performance competencies and behaviors to be attained at specified levels of mastery. Each module has a topic, a rationale and an objective that give it some degree of unity. Each module consists of six additional elements:

1. Pre-assessment - an instrument for determining the learner's readiness for or knowledge of the content of the module.

2. A list of the competencies - a list of the skills to be attained, the precise statement of the objectives given in behavioral terms.

3. Suggested learning experiences - a variety of activities which will help the learner to develop the itemized competencies, and a code that classifies the level of thinking inherent in each competency.[1]

4. Criterion Behaviors - the procedures for determining when the competencies have been mastered.

5. Post-assessment - an instrument for determining the learner's mastery of the content of the module.

6. Bibliography - selected resources utilized in the module.

Guidelines for Use of the Handbook

Prerequisites. Prerequisites fall into two major categories: (1) general background competencies needed to initiate a module or cluster of modules, and (2) specific competencies which were to have been acquired in a preceding module. In this handbook, prerequisites are not identified, but pre-assessment procedures are designed to disclose necessary prerequisites. In this way, the greatest possible flexibility is facilitated.

Pre-assessment. Pre-assessment is used to determine the following: (1) Can the student already demonstrate mastery of the specified competency? Students who earn a score of 90 percent and above are considered to have demonstrated mastery of the specified competency and may be exempted from the module in question. (2) Can the student already demonstrate certain aspects of the specified competency? Does he need to engage in instructional activities relevant to only those aspects in which he has not demonstrated mastery? Such a student should work through the given module with the aim toward achieving mastery at the 80 percent level or above on the Criterion Behaviors.

---

[1] Benjamin Bloom, Thomas Hasting, and George F. Madaus, Handbook on Formative and Summative Evaluation of Student Learning (New York: McGraw-Hill Book Company, 1971).

Learning Experiences. Learning Experiences are the tasks made available to the student with the intent that they will facilitate the student's mastery of the objectives. The purpose is not to describe and to list all of the vast number of possible activities and materials which might be used in the modular approach, but to suggest selected materials and activities that meet the student's needs.

Generally speaking, the learning experiences are self-pacing and provide practice on varying levels of difficulty. They are properly sequenced--moving from the simple to the more complex. The levels of thinking required for each experience have been identified and appear in parentheses after each learning experience. These are based on Bloom's taxonomy of the cognitive domain. The code used in this handbook to identify levels of thinking for the various activities is given below:

(K-100)	Knowledge
(C-200)	Comprehension
(AP-300)	Application
(AN-400)	Analysis
(S-500)	Synthesis
(E-600)	Evaluation

Post-assessment. Post-assessment procedures are essentially used to determine if the student has acquired the specified competencies. The student is certified as having satisfactorily completed the module when a score of 80 percent or above has been earned on the post-assessment instrument.

While many assessment items in both the pre-assessment and the post-assessment are objective in nature, some of the items are informal, and a bit less objective. Situations in which the student applies his skills are used, and they present attractive possibilities for education.

Remediation. Specific remedial activities are not included. It is believed that these activities should reflect the specific needs of the student as measured by the post-assessment. A discussion of remediation principles applicable to the modular delivery system follows this introduction.

SELECTED PRINCIPLES OF REMEDIAL INSTRUCTION TO ACCOMPANY THE MODULAR DELIVERY SYSTEM

In establishing criterion behaviors, the facilitator also sets forth the minimal level of mastery deemed to be desirable and acceptable for each behavior. It is expected that the learner will perform or demonstrate the given behavior at or above this level before a higher-level skill is attempted. In the process of evaluating skill progression, the facilitator should bear in mind that when expectations are kept at a high level, most learners perform at high levels, and that there is a self-fulfilling prophecy inherent in low expectation. Teachers who demand more generally get more!

For most of the skills to be developed through this system, the established level of mastery is from 80 to 85 percent accuracy. In some instances, 90 to 95 percent mastery is specified, and in a few instances 100 percent is the established criterion level. When a learner attains less than 80 percent in a given behavior, the need for recycling is apparent. This recycling process begins with corrective steps or remediation designed to close the gap between what the learner can do at present and what he is expected to do in order to demonstrate mastery in a given skill.

Three significant steps should be taken at the outset of remediation, prior to recycling through the module:

(1) specific gaps in skill development which block or impede the learner's progress should be identified at this point; (2) the learner's effort, energy, level of motivation, adjustment, and ability for accomplishing the tasks should be taken into account and re-evaluated; (3) new materials should be collected to suit the newly-established levels of skill development in order to provide variety and to arouse new interests. These steps fall into the categories of: problem identification, problem solution, and problem correction prior to recycling.

Ten factors relating to reading remediation and recycling are listed below:

1. Corrective or remedial reading instruction is based on individual, differential diagnosis.

2. It starts at the skill level on which the learner can experience immediate success, beginning with what he already knows or does well.

3. It thrives on well-established rapport between learner and facilitator.

4. It is best accomplished by utilizing materials that are appropriate in level of difficulty and, at the same time, interesting to the learner.

5. The desire to read and the will to be guided in the development of reading skills and abilities are absolute necessities in the remedial program. The learner must willingly give his effort, energy, interest, and time to the tasks before him.

6. Remediation or recycling through the modular system requires a variety of accessible, carefully-selected materials in order to avoid repetition of tasks on the materials previously used.

7. Recycling does not attempt to accomplish too much in too short a time, but it seeks to develop a few skills, abilities, attitudes and work habits thoroughly before moving forward.

8. It requires immediate feedback and positive reinforcement for the learner as a reward for his ongoing efforts.

9. For the security of some learners, remediation may require a partner or team approach during a brief period of time.

10. Those learners who require more time and attention to accomplish a given task should be accommodated within reasonable limits, but no learner should be allowed to dawdle, waste time, or monopolize the facilitator's time at the expense of other learners. The aim of the modular system is to develop independent learners who can manage and direct their activities toward well-defined goals.

MODULES FOR INSTRUCTION

CLUSTER A

RIGHT ON TO SUCCESS: STUDY HABITS AND SKILLS

MODULE 1

On Your Own: Effective Study Habits and Techniques

RATIONALE - The student finds that preparation for college class assignments is very demanding. Therefore, the student must develop efficient study habits in order to perform at an acceptable level and to derive all of the benefits of a college education. This module focuses on improving study habits and skills, as well as developing adequate study techniques through directed practice.

OBJECTIVE - The student will develop study habits and skills equal to the demands of college work.

On Your Own: Effective Study Habits and Techniques

Pre-assessment

Instructions: This test is designed to measure your knowledge of study habits and techniques. Your task is to read each item and encircle the correct answer or answers.

1. Effective studying requires:
    - a. good illumination,
    - b. helpful friends.
    - c. a good lounging chair.
    - d. a good study environment.
2. One cannot study well if he/she:
    - a. studies in bed.
    - b. listens to the radio at the same time.
    - c. studies in a moving vehicle.
    - d. studies while depressed.
3. The best position for holding a book when studying is:
    - a. flat on the table or desk.
    - b. upright in one hand.
    - c. in an inclined position.
    - d. upright in both hands.
4. One way to learn to concentrate is by:
    - a. reading the same material over and over.
    - b. reading late at night.
    - c. reading in the same place.
    - d. reading under a very bright light.

Pre-assessment (continued)

5. True or False? (Circle one.) Time planning helps one to achieve regularity in work habits.

6. Circle the two principal steps that one should take to gain control of one's time:

   a. Use a daily and a weekly "Things to Do" list.

   b. Watch one's health.

   c. Study for each class daily.

   d. Use a large monthly calendar.

7. A student can study most effectively in a:

   a. very tense position.

   b. slightly tense position.

   c. horizontal position.

   d. completely relaxed position.

8. The number of hours needed to study for a class depends upon:

   a. time for preparation.

   b. time for review.

   c. academic average in high school.

   d. ability in that class.

9. The values of a regular study hour are:

   a. one will be more energetic at the end of the day.

   b. one will space one's study sessions.

   c. one will stay up-to-date on courses.

   d. one will make studying a habit.

On Your Own: Effective Study Habits and Techniques

Pre-assessment (continued)

10. The principal factor in good concentration is:

    a. good lighting and comfort.

    b. self-discipline and conditioning.

    c. a quiet place to work.

    d. having enough sleep and enough food to eat.

11. True or False? (Circle one.) As a general rule, one should not reward oneself after a period of studying.

12. When planning a weekly study schedule, one should remember to:

    a. balance activities.

    b. try to schedule study periods before and after classes.

    c. keep one's schedule flexible.

    d. work on easiest subjects when feeling most alert.

13. One effective study technique has the following elements. Which comes first, second, third and so forth? Use the letters to indicate the correct order.

    a. Read

    b. Question

    c. Recite

    d. Survey

    e. Review

On Your Own: Effective Study Habits and Techniques

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Effectively organizes conditions and materials for study.	1. Completes "Study Habits Questionnaire" (K-100). (See "Information Section" for this module.)	
	2. Reads Cole and Ferguson, "Planning," Student's Guide to Efficient Study, pp. 3-23 (K-100).	
	3. Reads Spargo, "How to Study," The Now Student, pp. 69-72 (K-100).	
	4. Listens to tape "Check Your Study Habits," G-L 11, Listen and Read (AP-300).	
	5. Reads Gilbert, "Introduction to Study," Study in Depth, pp. 1-3 (K-100).	
	6. Completes Gilbert, "Exercise on Introduction to Study," Study in Depth, pp. 4-6 (AP-300).	1. Completes Spargo, "Comprehension Test 8A," The Now Student, pp. 73-78, with 80% accuracy.

On Your Own: Effective Study Habits and Techniques

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1.1 Chooses best place for study.	7. Reads from the following:	
	a. Gilbert, "Finding a Suitable Place for Study," Study in Depth, p. 7 (K-100).	
	b. Robinson, "Physical Surroundings During Study Periods," Effective Study, pp. 79-85 (K-100).	
	c. Brown, "Study Environment," Effective Study Guide, pp. 15-21 (K-100).	
	d. Robinson, "Skills in Attack and Concentration," Effective Study, pp. 68-73 (E-600).	2. Describes the characteristics of a good study area (either in writing or in a diagram).
1.2 Chooses appropriate time for study.	8. Listens to an introductory lecture on "Time Management Principles," (K-100). (See "Information Section.")	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	9. Reads extensively: a. Brown, "Guide to Managing Time," Student's Guide to Effective Study, p. 14 (K-100). b. Pauk, "Control Your Time," How to Study in College, pp. 18-22 (K-100). c. Raygor and Wark, "Time Scheduling," Systems for Study, pp. 19-29 (K-100). d. Pauk, "Scheduling Your Time," How to Study in College," pp. 5-10 (K-100). e. Robinson, "Habits of Efficient Time Use," Effective Study, pp. 73-79 (K-100).	

On Your Own: Effective Study Habits and Techniques

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	f. ________, "Program for Improvement," Effective Study, pp. 86-87 (E-600).	
	10. Completes exercises:	
	a. Morgan and Deese, "Budgeting Time," How to Study, pp. 2-3 (K-100).	3. Completes quiz in Robinson, "Program for Improvement," Effective Study, pp. 83-86, with 80% accuracy required.
	b. Norman, "Organizing Your Time," How to Read and Study for Success in College, p. 25 (AP-300).	
	c. Raygor and Wark, "Time Scheduling," Systems for Study, pp. 19-29 (K-100).	
	d. Pauk, "Scheduling Your Time," How to Study in College, pp. 5-10 (K-100).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	e. Spargo, "Study Habits Inventory," The Now Student, p. 18 (AP-300).	
	f. Raygor and Wark, "Concentration," Systems for Study, pp. 30-42 (AP-300).	
		4. Completes exercises in Norman, "Organizing Your Time," How to Read and Study for Success in College, pp. 25-47, with 80% accuracy required.
1.3 Establishes priorities in studying	11. Reads the following: a. Robinson, "Self-Insight with Regard to Study Skills," Effective Study, pp. 4-6 (K-100). b. Gilbert, "Learning about Learning," Study in Depth, pp. 8-10 (K-100).	

On Your Own: Effective Study Habits and Techniques

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	c. Baker, "Survey Your Reading Habits," Reading Skills, pp. 5-6 (K-100).	
	d. Judson, "Reading Skills Survey," The Techniques of Reading, pp. 10-14 (E-600).	
	12. Reads Baker, "Survey Your Reading Habits," Reading Skills, pp. 7-6 (AP-300).	
1.4 Selects necessary materials for study.	13. Reads the following:	
	a. Brown, "Study Tools," Effective Study Guide, pp. 20-21 (K-100).	
	b. Staton, "Tools of Learning," How to Study, pp. 25-33 (K-100).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
2. Makes and revises a study schedule.	14. Reads the following:	5. Formulates a chart of present study schedule.
	a. Robinson, "The Value of a How-to-Study Program," Effective Study, pp. 1-3 (K-100).	
	b. ________, "The Approach to Improvement of Study Skills," Effective Study, pp. 3-4 (K-100).	
	c. Morgan and Deese, "Value of a Schedule," How to Study, pp. 13-15 (K-100).	
	15. Formulates a chart of present study schedule (AP-300).	
	16. Reads Pauk, "How to Make a Schedule," How to Study in College, pp. 22-32 (K-100).	
	17. Completes the following exercises:	
	a. Morgan and Deese, "How to Make and Revise a Schedule," How to Study, pp. 16-21 (AP-300).	

On Your Own: Effective Study Habits and Techniques

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	b. Gilbert, "Planning the Work-Study Schedule," "Preliminary Time Record," "Trial Schedule," and "Master Plan," Study in Depth, pp. 2-6 (AP-300).	6. Prepares final schedule which reflects predetermined guidelines set by teacher and the student. (See "Information Section.")
	18. Studies handout, "Study Habits That Help to Develop Study Skills," (K-100), (C-200). (See "Information Section.")	
3. Acquires practical knowledge of effective study techniques.	19. Reads the following:	
	a. Brown, "Get Organized," Guide to Effective Reading, pp. 57-61 (K-100).	
3.1 General study plan	b. Witty, "A General Plan" and "Study Habits Are Important," How to Improve Your Reading, pp. 219-230 (K-100).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	c. Raygor and Wark, "Systematic Approaches to Study," *Systems for Study*, pp. 42-53 (K-100).	
	d. Gilbert, "Study Reading," *The Turning Point in Reading*, pp. 60-61 (K-100).	
3.2 Specific study plan (SQ3R)	20. Listens to tape G-L 12, "How to Study with SQ3R," *Listen and Read* (AP-300).	7. Completes SQ3R quizzes:
	21. Reads the following:	a. Robinson, "Part One of SQ3R Method of Study," *Effective Study*, pp. 203-204.
	a. Morgan and Deese, "SQ3R," *How to Study*, pp. 54-61 (K-100).	b. ________, "Other Application of the SQ3R," *Effective Study*, p. 205.
	b. Robinson, "Survey Q3R Method of Studying," *Effective Study*, pp. 13-22 (K-100), pp. 23-33 (K-100).	
	c. ________, "Practice Exercises," *Effective Study*, pp. 33-35 (AP-300).	

On Your Own: Effective Study Habits and Techniques

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	d. Strang, "Your Approach to Reading," Study Type of Reading Exercises: College Level, pp. 8-18 (AP-300).	

On Your Own: Effective Study Habits and Techniques

Post-assessment

Part I

Instructions: For the following exercise, go to the school library and watch individuals for a period of 10 or 15 minutes as they study. It is better to choose persons at some distance from you, so that your observing will not be noticed by them. Every time there is a change in their behaviors, even though it is but a brief glance around the room, tabulate it on the "Work Behavior Checklist."

From your observations, make a brief study of individual differences in distractibility and tabulate the different behaviors.

On Your Own: Effective Study Habits and Techniques

Post-assessment (continued)

Exercise for Part I: Work Behavior Checklist

WORK ACTIVITIES:	Individual "A"	Individual "B"	Individual "C"	Individual "D"
Reading				
Note-taking				
Self-reciting				
Problem solving				
DISTRACTIONS:				
Conversation				
Aimless looking around				
Aimless leafing through book				
Students passing by				
Applying make-up				
Attracted by certain individuals				
Day-dreaming				
Reading or writing letters				
Arranging hair and clothes				

On Your Own: Effective Study Habits and Techniques

Post-assessment (continued)

Part II

Instructions: On the basis of the hypothetical situation given, fill in the "Effective Study Conditions" chart. Fill in what behaviors are wrong and what you would do to correct them if you were George. Be specific as to difficulties and plans.

On Your Own: Effective Study Habits and Techniques

Post-assessment (continued)

Exercise for Part II

According to George's study schedule, he was to read World Civilization from six until nine o'clock. Determined to do his reading on schedule, he sat down at his desk promptly at six. While sitting at his desk, which faced the window in his room, he saw several students he knew. He leaned over and opened the window to yell a greeting down to them. The opening of the window made his papers scatter about the corners of the room.

After collecting the papers, George sat back down to discover that his pencil was broken and needed to be sharpened before he could make any notes. Walking across the hall to the room of a friend to use his pencil sharpener, he found an interesting discussion going on about the merits of Toyotas versus Volkswagens. Becoming absorbed in this conversation, George realized that some time had passed before he remembered that he was supposed to be studying World Civilization.

Starting back to his room he recalled that there was a good TV program on. He convinced himself that he could study while watching TV in the student's lounge. He gathered up his book and one sheet of paper to write his notes on. Next, with his attention divided between the TV and the book, he found himself daydreaming about which one of his friends he could ask for a loan of twenty bucks to take Tracy, his girl friend, to the Jazz Festival on the weekend. Flopping down in the most comfortable chair, George let his eyes gaze at the huge painting on the wall that had always reminded him of Tracy.

Next, a friend with his radio blasting came in to get a candy bar from the vending machine which was located next to George's chair. Setting his radio down, he stopped to chat for a moment. The friend, after a while, picked up his radio and said he would see George later when they would go and get a snack. George found himself humming the tune that he could still hear on the radio as his friend walked down the hall to his room.

And so it went. Nine o'clock came, time to go out for a late snack--and still no work was done.

On Your Own: Effective Study Habits and Techniques

Post-assessment (continued)

Exercise for Part II: Effective Study Conditions

AREA	WHAT IS WRONG	SPECIFIC PLANS FOR CORRECTION
Auditory Distractions		
Visual Distractions		
Personal Worries and Interests Which Distract		
Posture		
Lighting		
Workspace		
Materials		

On Your Own: Effective Study Habits and Techniques

Answer Keys

Pre-assessment

1. a - d
2. a - b - c - d
3. c
4. a
5. True
6. a - d
7. b
8. a - b - d
9. b - c - d
10. b
11. False
12. a - b - c
13. d - b - a - c - e

On Your Own: Effective Study Habits and Techniques

Answer Keys (continued)

Post-assessment - Exercise for Part II: Effective Study Conditions

AREA	WHAT IS WRONG	SPECIFIC PLANS FOR CORRECTION
Auditory Distractions	TV playing while studying Friends stopping by with radio playing	Turn the television off to eliminate this distraction. Study in a place where it is relatively quiet and away from friends.
Visual Distractions	TV playing while studying Friends in near vicinity Distracting painting	Turn off television. Find a study area away from friends who tend to drop by unexpectedly. Remove painting or study elsewhere.
Personal Worries and Interests Which Distract	Interest in cars and television Money worries Interest in rock/soul groups	The various interests and worries should be dealt with as well as possible then left alone in order to study effectively.
Posture	Lounging in a chair	Sit in a slightly tense position.
Lighting	Desk in front of window	Turn desk to face either the right or left with side of desk in front of window.
Workspace	Materials not assembled	Straighten desk. Place all study materials needed near at hand. Sharpen pencils before studying.
Materials	Inadequate materials for studying Paper scattered Pencil broken	Get a pen that writes, a pencil that is not broken, and a notebook for keeping notes together while studying.

On Your Own: Effective Study Habits and Techniques

Information Section

Study Habits That Help to Develop Study Skills

The success of your study will depend on the care with which you plan it. Careful consideration of the following points might help.

1. *The Study Schedule*:

   a. Plan a schedule of balanced activities. Differentiate between those activities which are *fixed* activities in your program--chapel, classes, jobs, extra curricular activities in which you participate, meal-time, etc. What are some of the *flexible* activities? Personal affairs, dating, movies, relaxation, etc. Because an activity is *flexible*, does not mean that it is unimportant; rather it means that one can adjust his time to include activities. What kind of activity is studying?

   b. Allow time to do justice to each subject. Most college classes are planned to require about three hours work per week, per credit in the course, *for the average* college student. Multiply your credit load by three, and you can get an idea of the time the average student should set aside for studying per week. Of course, you might not be the average student; you might be above or below average. What is an average student? If you are aware of any deficiences, you might have to plan for more time in study, in order to compete favorably in your classes. Grading is a relative matter; you are in competition with yourself and also in competition with your peers.

   c. Set a regular time for study. This habit is extremely important, though admittedly some flexibility must be exercised in this connection. Knowing what you are going to study and when you will study will save a great deal of lost motion and lost time; this will cut down on the need for retracing your

Study Habits That Help to Develop Study Skills

steps to get necessary material to get yourself settled to the task at hand. Avoid generalizing in regard to study. Do not simply say, " I am going to the library to study." Study what? Commit yourself to study humanities, social science, English, reading, chemistry, mathematics, *at a given time*, *at a regular hour*, over a certain period of time as far as this can be determined. There is a tremendous psychological impact in studying at the same time each day.

2. *A Specific Place to Study*: Set aside a specific place for study. This, too, has an amazing psychological effect.

   a. Arrange to go to the same seat in the library, the same desk in the room, the same chair at home, etc. Settle on a place that is as free from distractions as possible, avoid facing the door, or being next to the aisle in the library. Move away from the pencil sharpener; turn your back to the clock and to the door. Choose a seat that is accessible to good ventilation, good lighting, adequate warmth or coolness.

   b. If you study at home or in your room in the dormitory, do not deceive yourself that this is being done when you have a radio going softly *or* the hi-fi on *or* a television going *or* visitors coming and going. You may be doing "something," but you are not doing your best study.

   c. Be positive with visitors and positive with yourself--post a sign saying that you are studying and do not wish to be disturbed. If this does not work leave the room; find somewhere else to study.

On Your Own: Effective Study Habits and Techniques

Information Section (continued)

Study Habits That Help to Develop Study Skills

3. Time to Study

a. Utilize off hours during the day for studying; do not put off all study until after the school day or in the evenings. The scattered one or two free periods between classes can be easily wasted if not spent in the library or in the reading room. Establish the habit of using these free hours between classes wisely.

b. Start assignments well in advance of the due date--while the mind is still fresh on the assignment and as soon after the lecture sessions as possible. One hour spent immediately after a class or lecture reviewing notes and drawing together ideas will do much to aid your understanding of material.

c. Set up blocks of study time that will cover from one and one-half to three hours at a single sitting. When you begin to tire and concentration powers decrease, take a break. If you cannot sit and study more than an hour at a time, it is unlikely that you will accomplish much; you will be walking most of the time. It is unlikely that your self-discipline and self-control are up to par, unless of course, you are ill. After a break, return to complete work, or change to another subject. Often this change is sufficient to maintain a high level of efficiency in studying.

d. Practice "trading" time, not stealing it. When unexpected events arise that interfere with time you had planned for study, decide immediately how, when and where you will make up this time. Consider the weekend evenings. There are actually only two weekend evenings in college and the average student cannot afford to devote both of them to recreation. If an evening in mid-week is taken for a date, party, or a movie, then by all means trade one of the weekend evenings to make up for this. If this is done, study and preparation for college classes will not suffer; otherwise it might.

Study Habits That Help to Develop Study Skills

4. A Study Formula--SQ3R: devised by Francis Robinson

   a. Develop the habit of self-recitation in order to increase memory and general retention. Let's face it, some things in the educative process have to be memorized.

   b. Take formulas, rules, definitions, facts related to time, spatial arrangement, sequence as examples. When remembering details, the reader is called upon to say who, what, when, where, and why to himself. Sketchy retention tends to blight complete understanding.

   c. Provide for space review. During one period weekly, the work in each course should be reviewed and brought up to date. Review should be cumulative rather than spasmodic and scattered. Let review cover points emphasized during the week, the month, etc.

Questions:

What skills and abilities do you think might be derived from practicing the suggestions above until they become automatic with you?

What is the difference between a skill and a habit?

Is there a difference between a skill and an ability? What is retention--a skill or an ability? What is concentration--a skill or an ability?

What is note-taking? summarizing? outlining? using references? materials? skimming? reading? synthesizing? listening? analyzing an article, book, or chapter?

On Your Own: Effective Study Habits and Techniques

Information Section (continued)

Study Habits That Help to Develop Study Skills

5. Reading for Appreciative Feedback: seek not only to understand at a high level but also to identify and enjoy the author's style, his writing techniques, poetic effects, machinery--his puns, cliches, figures, analogies, alliteration, etc., whenever they exist.

6. Reading Creatively: take what is read and develop new ways of thinking, acting, approaching problems, even writing about the same or a related topic, creating a poem from it, a play, or other original outcome. This relates to #5, but adds a higher dimension of thinking and acting, i.e. originality.

On Your Own: Effective Study Habits and Techniques

Information Section (continued)

Suggested Guidelines for Making a Study Schedule

The following guidelines are suggested for inclusion when making your weekly schedule, but you are not restricted to these items.

1. Make a balance between work and recreation.
2. Allow time for physical and social activities.
3. Make your schedule realistic.
4. Make your schedule sufficiently flexible to allow for occasional emergencies (Keep in mind that you must make-up for "lost" time.)
5. Allow time for recreational reading.
6. Allow in your schedule "reward" time.
7. Provide time for weekly review.
8. Make your schedule take into account the difference between "hard" and "easy" courses by allowing an hour more before and after the "hard" course.

On Your Own: Effective Study Habits and Techniques

Information Section (continued)

Study Habits Questionnaire

Answer each of these questions in one of the following words (or its number): (1) never, (2) seldom, (3) sometimes, (4) usually, (5) always.

Time Distribution

______1. Do you study at a definite time everyday?

______2. Do you have a habit of getting right down to serious work at study time?

______3. Do you study at the same place everyday?

______4. Do you allot a certain amount of time for each subject that you are to study?

______5. Do you permit your work to prevent you from engaging in social activities?

______6. Do you allow time for exercise?

______7. Do you complete your study assignments on time?

______8. Do you tend to spend too much time on social and recreational activities?

______9. Do you "cram" by studying to all hours on the night before an exam?

Study Habits Questionnaire

Work Habits

____10. Do you attend class with all necessary supplies, texts, and notebooks?

____11. Do you study during the time between classes--say between 10:00 a.m. and 12:00 noon?

____12. Do you ever call a friend because you can't remember an assignment?

____13. Do you daydream in class or when you should be studying?

____14. Do you study the more difficult assignments first?

____15. Do you immediately go on to the next lesson when you have completed the one you are working on?

Distractors

____16. Do you prepare for bed before doing some of your studying?

____17. Do you study in a room that is free of noises and other distractions?

____18. Do you take care to see that your room is properly ventilated and kept at proper room temperature?

____19. Do you make sure that you have proper lighting?

____20. Do other people in your study room distract you?

On Your Own: Effective Study Habits and Techniques

Information Section (continued)

Study Habits Questionnaire

_____21. Do you have trouble obtaining the materials that you need for study?

_____22. Do you have adequate table space when you are studying?

On Your Own: Effective Study Habits and Techniques

Information Section (continued)

Lecture: Time Management Principles

1. Regular habits of studying need to be established. (Schedule same study activity at same time of day.)
2. Studying should not be scheduled during a normal recreation period. (4:30-7:30 p.m. daily and Saturday afternoon.)
3. Schedule one-to two-hour study periods for a given subject. (Long enough to assure efficiency, short enough to prevent fatigue.)
4. For each hour of study allow a five-or ten-minute break. (Do something different to break monotony.)
5. Assure proper balance between rest, play and study. (Eight hours of sleep, eight hours of study, and eight hours of recreation.)
6. Leave appropriate times free for social activities (Saturday afternoon and evening and Sunday morning and afternoon).
7. Schedule a catch-up study period for Sunday evening. (Monday is a perfect day for surprise quizzes.)
8. Eliminate wasted time suitable for study (time between classes).
9. Be flexible in following your time schedule. (Use common sense in changing activities).

On Your Own: Effective Study Habits and Techniques

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On Your Own: Effective Study Habits and Techniques

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"How to Study with SQ3R," G-L 12.

CLUSTER A

RIGHT ON TO SUCCESS: STUDY HABITS AND SKILLS

MODULE 2

Knowing That You Know: Organizational Skills

RATIONALE - Understanding written material, remembering what is read, recalling ideas, and expressing one's self orally require the ability to organize ideas in a sequential, logical manner. Therefore, this module is designed to acquaint the student with the common organizational skills necessary to remember ideas as well as express ideas systematically and concisely.

OBJECTIVE - The student will demonstrate a practical knowledge of note-taking, outlining, and summarizing skills.

Knowing That You Know: Organizational Skills

Pre-assessment

Part I: Note-Taking

Instructions: How do you make notes? The following questionnaire has been designed to find out what college students actually do when they make notes. Answer as you know you have been doing, not as you would *like* to do! Respond to each item using the scale below.

A - Almost always	from 85 to 100% of the time
G - Generally	from 65 to 85% of the time
F - Frequently	from 35 to 65% of the time
S - Sometimes	from 15 to 35% of the time
R - Rarely	from 0 to 15% of the time

Circle the letter corresponding to the best description of yourself. By completing this questionnaire you will have a record of what you currently do to compare with what is thought to be best practice.

Classroom Notes:

A G F S R 1. I make notes in lecture classes.

A G F S R 2. I make notes in discussion classes.

A G F S R 3. I use some form of outline in making notes.

A G F S R 4. I try to write word for word what the lecturer says.

A G F S R 5. I write notes as a series of paragraphs.

A G F S R 6. I rewrite or type my notes after class.

Knowing That You Know: Organizational Skills

Pre-assessment (continued)

Part I Note-Taking

Classroom Notes:

A G F S R	7. I review my notes after class by underlining key words.
A G F S R	8. I use a form of abbreviation wherever possible.
A G F S R	9. I review my notes for examinations by asking questions based on the notes.
A G F S R	10. I take fewer and fewer notes as the hour progresses.

Reading Notes:

A G F S R	1. I make notes on my textbook readings.
A G F S R	2. I make notes on library reading assignments.
A G F S R	3. I copy phrases and sentences from the reading materials.
A G F S R	4. I make reading notes in my own words.
A G F S R	5. I underline in the textbook as I read.
A G F S R	6. I underline the key phrases in a textbook only after an initial reading.

Knowing That You Know: Organizational Skills

Pre-assessment (continued)

Part II: Outlining

Instructions: Put the following list in proper outline form:

Medical Payments Insurance

Types of Physical-Damage Insurance

Classes of Automobile Insurance

Property damage

Collision

Comprehensive

Types of Liability Insurance

Bodily injury

Uninsured-Motorist Insurance

Knowing That You Know: Organizational Skills

Pre-assessment (continued)

Part III: Summarizing

Instructions: In order to indicate the best response to the statements below, draw a circle around the appropriate letter.

1. An effective method for testing the worth of your summary is to:

   a. Try it out on another book by the same author to see if the ideas are the same.

   b. Try it out on a friend to see if he agrees with you.

   c. Set it aside for a day or two; then reread to see if it makes sense.

   d. Attach it to your mirror and review it each day.

2. When you summarize, you must:

   a. Understand the main ideas and their relationship.

   b. Record key points in connected form.

   c. Choose an economical and exact method of expression.

   d. Tell exactly what the author has said.

Knowing That You Know: Organizational Skills

Pre-assessment (continued)

Part III: Summarizing

3. Your final summary should reflect:

   a. The essence of your opinion on the subject.

   b. The essence of what the author has said.

   c. The main idea of the selection only.

   d. A critical appraisal of the selection.

4. You may infer that a summary should:

   a. Include all essential information.

   b. Serve your purposes equally as well as the author's.

   c. Include the entire last two paragraphs.

   d. Include the introduction.

5. To make good summaries, you must make decisions about:

   a. The author's plan and key ideas.

   b. Your purpose in the light of the author's purpose.

Pre-assessment (continued)

Part III: Summarizing

c. The author's style of writing.

d. The author's tone.

6. You will have a fair summary of an article, if you write:

a. The first two paragraphs.

b. The last two paragraphs.

c. The topic sentence of each paragraph.

d. The topic sentence of every third paragraph.

7. When you write a summary for your own use, you may do which of the following:

a. Abbreviate long words and leave out some short ones.

b. Omit dates and titles that you already know.

c. Add implications of your own.

d. Make marginal notes and underline main ideas.

Knowing That You Know: Organizational Skills

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Demonstrates efficient note-taking techniques.	1. Listens to an introductory lecture on "Suggested Rules for Taking Notes." (See "Information Section" for this module.)	
	2. Reads: a. Spargo, "How to Take Notes," The Now Student, pp. 189-192 (K-100). b. Raygor and Wark, "Listening and Note-Taking," Systems for Study, pp. 17-18 (K-100). c. Gilbert, "Note-Making from Memory," The Turning Point in Reading, p. 89 (AP-300). d. Robinson, "Taking Notes As You Read," Effective Study, pp. 31-32 (K-100).	1. Completes Spargo, "Comprehension Test 22A and 22B," The Now Student pp. 193-194, with 80% accuracy.
	3. Completes Robinson, "Practice Exercises," Effective Study, pp. 33-35 (AP-300).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	4. Reads the following: a. Witty, "Make Notes As You Go Along," How to Improve Your Reading, p. 229 (K-100). b. Judson, "The Art of Taking Notes," The Techniques of Reading, pp. 239-246 (K-100).	
	5. Completes exercise in Judson, "Practical Application on Taking Notes," The Techniques of Reading, pp. 256-258, 262 (AP-300).	
	6. Reads the following: a. Christ, "Efficient Note-Taking," SR/SE Resource Book, pp. 47-53 (K-100). b. ________, "Review," SR/SE Resource Book, p. 53 (AP-300).	2. Completes Shaw, "Test on Note-Taking," Effective Reading and Learning, pp. 317-326, with 80% accuracy.

Knowing That You Know: Organizational Skills

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1.1 Classroom lecture	7. Listens to tape and completes accompanying exercise: "The Art of Note Making," M-P16, Listen and Read (AP-300).	
	8. Reads Norman, "Organizing Lecture Notes," How to Read and Study for Success in College, pp. 180-181 (C-200).	
	9. Reads the following:	
	a. Norman, "Organizing Lecture Notes," How to Read and Study for Success in College, pp. 182-188 (K-100).	
	b. Pauk, "The Classroom Lecture: Taking Good Notes," How to Study in College, pp. 125-139 (K-100).	3. Completes Norman, "Organizing Lecture Notes," How to Read and Study for Success in College, pp. 189-197, with 80% accuracy.
	c. Gilbert, "Taking Lecture Notes," Study in Depth, pp. 65-71 (K-100).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	d. ________, "Taking Notes Exercises," *Study in Depth*, pp. 80-83 (AP-300).	
	e. Brown, "Guide to Taking Lecture Notes," *Student's Guide to Effective Study*, pp. 9-12 (K-100), (AP-300).	
	f. Shaw, "How to Take Notes on Lectures," *Effective Reading and Learning*, pp. 306-312 (K-100).	
	g. Baker, "Taking Notes," *Reading Skills*, pp. 51-52 (K-100).	4. Completes Baker, "Taking Notes Is Not Copying," *Reading Skills*, pp. 53-54, with 80% accuracy.
	h. Morgan and Deese, "Taking Lecture Notes," *How to Study*, pp. 62-64 (K-100).	

Knowing That You Know: Organizational Skills

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1.2 Textbook Notes	10. Listens to *Listen and Read* tapes:	
	a. "Taking Notes from Books," M-N 27 (AP-300).	
	b. "Marking Textbooks," M-N 28 (AP-300).	
	c. "Underlining with a Purpose," G-L 13 (AP-300).	
	11. Reads:	
	a. Norman "Organizing Textbook Notes," *How to Read and Study for Success in College*, pp. 156-157 (C-200).	
	b. ________, "Organizing Textbook Notes," *How to Read and Study for Success in College*, pp. 158-165 (K-100).	5. Completes Norman, "Organizing Textbook Notes," *How to Read and Study for Success in College*, pp. 166-173, with 80% accuracy.
	c. Morgan and Deese, "Taking Notes and Underlining Textbooks," *How to Study*, pp. 54-58 (K-100).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	d. Christ, "How to Mark a Book," SR/SE Resource Book, pp. 41-45 (K-100).	
	e. Smith, "Making Marginal Notes," Be a Better Reader Book VI, p. 63 (K-100).	6. Completes Christ, "Review," SR/SE Resource Book, p. 45, with 80% accuracy.
	f. Spargo, "Marking Your Text," The Now Student, pp. 85-93 (K-100).	7. Completes Spargo, "Marking a Selection," The Now Student, pp. 145-146, with 80% accuracy.
	g. Pauk, "Textbooks: Marking and Note-Taking," How to Study in College, pp. 153-166 (K-100).	
	h. Robinson, "The Use of Underlining in Textbooks," Effective Study, pp. 37-38 (K-100).	8. Completes Spargo, "Comprehension Test, 16A and 16B," The Now Student, pp. 143-144, with 80% accuracy.
	12. Completes Robinson, "Practice Exercise," Effective Study, p. 47 (AP-300).	

Knowing That You Know: Organizational Skills

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	13. Reads Austin, "Reading Textbook Material and Taking Notes," College Reading Skills, pp. 349-350 (K-100).	
	14. Completes the following exercises in Salisbury, Better Work Habits: a. "Unit G. Note-Making in the Book." (1) "Underscoring - Topic Sentence" (Exercise 40), pp. 113-115 (AP-300). (2) "Zigzag Underscoring" (Exercise 41), pp. 115-117 (AP-300). (3) "Note-Making in the Book" (Exercise 42-51), pp. 117-119 (AP-300).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	b. "Unit H. Note-Making on Paper."	
	(1) "Making Notes on Assigned Reading" (Exercise 52-53), pp. 119-122 (AP-300).	
	(2) "Making Notes from Lectures," pp. 130-131 (AP-300).	
	(3) "Making Reference Notes," pp. 122-123 (AP-300).	9. Completes Salisbury, *Better Work Habits*, "Note-Making in the Book," pp. 209-211; "Note-Making from Lectures," pp. 211-214, with 80% accuracy.

Knowing That You Know: Organizational Skills

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
2. Demonstrates a thorough knowledge of outlining.	15. Reads and completes Hess, Shafer, and Morreau, "Levels of Support-Outlining," Developing Reading Efficiency, pp. 174-179 (K-100), (AP-300).	
	16. Reads Austin, "Skills for Studying: Outlining," College Reading Skills, pp. 345-349 (K-100).	
	17. Reads Morgan and Deese, "Methods of Outlining," How to Study, pp. 58-59 (K-100).	10. Selects three newspaper articles (most current paper) to jot down a simple, informal topical outline for classification of the vital information; 80% accuracy required. (Clips or makes copies of articles and attaches to outlines.)
	18. Listens to tape "Outlining--Finding the Skeleton in Listening and Reading," M-P15, Listen and Read (AP-300).	

Knowing That You Know: Organizational Skills

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	19. Reads the following: a. Gilbert, "Outlining," Study in Depth, pp. 35-39 (AP-300). b. ________, "Reading for Organization," "Outlining," The Turning Point in Reading, pp. 117-120 (AP-300). c. ________, "Reading for Organization." The Turning Point in Reading, pp. 114-117 (AP-300). d. Strang, "Organization Should Accompany Reading," Study Type of Reading Exercises: College Level, pp. 29-31 (AP-300); Exercises 32-34 (AP-300). 20. Completes the following exercises in Salisbury, Better Work Habits: a. "Organizing (Exercises 5-6)," pp. 15-19 (AP-300).	

Knowing That You Know: Organizational Skills

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	b. "Types of Outlines (Exercises 7-8)," pp. 19-23 (AP-300).	
	c. "Study Outlines (Exercise 25)," pp. 63-65 (AP-300).	11. Completes Strang, "Exercise 4A and 4B," Study Type of Reading Exercises: College Level, pp. 35-38, with 80% accuracy.
	d. "Problem Five: Using Outlines," pp. 65-67 (AP-300).	
	21. Reads:	12. Completes Salisbury, "Progress Test I," Better Work Habits, p. 67, with 80% accuracy.
	a. Judson, "Outlining," The Techniques of Reading, pp. 250-25 (AP-300).	
	b. ________, "Outlining," The Techniques of Reading, pp. 281-283 (AP-300).	
	c. ________, "Outlining," The Techniques of Reading, pp. 308-310 (AP-300).	13. Completes Baker, "Getting It Together," Reading Skills, p. 57, with 80% accuracy.

Knowing That You Know: Organizational Skills

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
3. Demonstrates ability to summarize materials.	22. Listens to tape, "Compressing Ideas by Abbreviating and Summarizing," G-L17, *Listen and Read* (C-200).	
	23. Reads and completes accompanying exercises:	
	a. Smith, "Making Use of a Summary," *Be a Better Reader Book VI*, p. 62 (K-100), (AP-300).	
	b. Baker, "Summarizing," *Reading Skills*, pp. 55-56 (K-100), (AP-300).	
	c. Gilbert, "Summarizing," *Study in Depth*, pp. 31-34 (K-100), (AP-300).	
	d. Judson, "Summarizing," *The Techniques of Reading*, pp. 14-16 (AP-300).	14. Writes one paragraph summarizing a television show. The summary should include all key events of the plot and the theme around which the show is constructed.

Knowing That You Know: Organizational Skills

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	e. ________, "Summarizing," The Techniques of Reading, pp. 58-59 (AP-300).	
	f. Gilbert, "Reading to Summarizing," Turning Point in Reading, pp. 129-131 (AP-300).	
	g. ________, "Reading to Summarize," Turning Point in Reading, pp. 181-182 (AP-300).	15. Completes Judson, "Practical Applications-Summarizing," The Techniques of Reading, pp. 88-89; 132-133; 152-154; 225-228; 283-285; with 80% accuracy.
	h. ________, "Appraising the Summary Statement," Study in Depth, pp. 76-79 (AP-300).	

Knowing That You Know: Organizational Skills

Post-assessment

Part I

Instructions: Read two articles in the current Reader's Digest (teacher-selected) and do the following:

1. Outline one article, using a standard sentence outline form.
2. Summarize one article, utilizing a given format for critiquing an article. (See "Information Section.")

Knowing That You Know: Organizational Skills

Post-assessment (continued)

Part II

Instructions: Read the passage below. Then, write a one-page (or longer) essay in which you answer in detail the question, "What can Linda do to take notes more effectively when she studies her textbooks and when she listens to a lecture?" Apply the information you have learned concerning textbook note-taking and lecture note-taking as you give your suggestions for Linda.

Linda continued to sit in the lounge looking at the reruns on television even though she knew that she should be studying for her English Literature test. Roberta, Linda's roommate, came in and asked, "Why aren't you studying for the difficult test Dr. Smock's going to give tomorrow?" Linda began to relate to Roberta her earlier attempts at studying for the test.

"At 1:00 yesterday afternoon, I sat down with a yellow marking pen and started reading the first of the three chapters I needed to study for the test. At 2:30 I was not even halfway through the first chapter, and I felt bored and worn out. The sentences were long and packed with details. My head began to feel so heavy with facts that as soon as I read a new sentence, it pushed out the one which I had read before.

"When I checked over what I had already read, I realized that I had underlined most of the chapter in yellow. I decided to stop marking and simply read. But the more I read the more my mind began to wander. I kept thinking of all the things I would do after the test was over. At 5:00 I finished the first chapter, but I felt conquered and thoroughly devastated. I still had to read and study the remaining chapters, and study the long notes that I had taken while Dr. Smock was lecturing. I began to feel desperate and stupid, for I had waited so long to start reading the chapters and studying for the test that I could not take in any more. I decided to leave it all alone for a while."

Knowing That You Know: Organizational Skills

Answer Key

Pre-assessment

Part I: Note-Taking

Answers will vary. Students should be cautioned that a high percentage rating given to number four under "Classroom Notes" and number five under "Reading Notes" represents undesirable practice.

Part II: Outlining

"Classes of Automobile Insurance"

I. Types of Liability Insurance

    A. Bodily injury

    B. Property damage

II. Medical Payments Insurance

III. Types of Physical-Damage Insurance

    A. Comprehensive

    B. Collision

    C. Uninsured-motorist Insurance

Knowing That You Know: Organizational Skills

Answer Key (continued)

Pre-assessment

Part III: Summarizing

1. c
2. a - b - c
3. b
4. a
5. a
6. c
7. a

Knowing That You Know: Organizational Skills

Information Section

The Lecture: Suggested Rules for Taking Notes

Rule 1 Use a systematic form for all notes.

Rule 2 Do not copy the exact words of the author when you take notes on reading matter, and do not try to write down the exact words of the instructor when you take notes in class.

Rule 3 Keep your notebook in usable condition.

Rule 4 Clearly label each subject in your notes.

Rule 5 Write on only one side of paper.

Rule 6 Be selective in choosing the points that are relevant to your purpose.

Knowing That You Know: Organizational Skills

Information Section (continued)

Critique Format

Reference: (Use bibliographical form)

Author's Purpose:

Summary of Ideas Presented:

Personal Evaluation:

Knowing That You Know: Organizational Skills

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Knowing That You Know: Organizational Skills

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"Compressing Ideas by Abbreviating and Summarizing," G-L 17.

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"Outlining--Finding the Skeleton in Listening and Reading," M-P 15.
"The Art of Note Making," M-P 16.

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CLUSTER A

RIGHT ON TO SUCCESS: STUDY HABITS AND SKILLS

MODULE 3

A Picture Can Be Worth a Thousand Words: Interpretation of Graphic Materials[1]

RATIONALE - Certain textbooks contain graphs, tables, diagrams and maps. Authors use these as visual aids to help the reader to get a clearer understanding of the material. Far too many readers skip this valuable information for lack of the ability to correctly interpret the representations. Thus, they frequently miss highly important information, for these compact informational aids sometimes are the basic means of presentation, with the prose text used merely to explain or supplement the illustration. Every graph, table, diagram, and map which appears in textbooks, daily newspapers and magazines is important.

Many activities are presented on the pages that follow. They are designed to help the student learn how to read, study, and interpret graphic materials.

OBJECTIVE - The student will display efficiency in understanding compact informational aids.

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[1] This instructional module was not field-tested or revised. It lacks certain sections which are included in most of the other modules in this volume.

A Picture Can Be Worth a Thousand Words: Interpretation of Graphic Materials

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Interprets graphic and tabular materials. 1.1 Determines measurements and directions on maps, graphs and tables.	1. Designs directory map(s) of university campus. Designs directory map from campus to public library.	1. Reads four maps and responds with 90% accuracy to questions that require information dealing with measurements and directions.
	2. Studies road maps, maps of cities and directory maps.	
	3. Studies graphs and tables found in newspapers.	
	4. Reads the following: a. Smith, "Reading Maps, Globes and Atlases," *Be a Better Reader Book V*, p. 106. b. Witty, *How to Improve Your Reading*, pp. 149-152.	
1.2 Employs independent synthesis of graphic and tabular materials.	5. Checks quizzes (where possible) to see what types of questions are asked about tables and charts.	2. Correctly states (in writing) interpretation of information presented on graphic materials when explanations are not given.

A Picture Can Be Worth a Thousand Words: Interpretation of Graphic Materials

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	6. Checks graphs and tables in textbooks; quickly spots main points developed in each example.	
1.3 Compares explanatory information given with accompanying charts, diagrams and tables.	7. Reads the following: a. Witty, How to Improve Your Reading, pp. 140-149. b. Witty, How to Improve Your Reading, pp. 131-132. c. Gilbert, "Reading Non-Prose Materials," Study in Depth, pp. 121, 123-128.	
1.4 Recognizes the use of guided synthesis.	8. Reads the following: a. Smith, "How to Read Graphs," Be a Better Reader Book V, p. 197. b. Shaw and Townsend, "Special Exercises: Charts and Illustrations," College Reading Manual for Class and Individual Training, pp. 131-135; 197-201.	

A Picture Can Be Worth a Thousand Words: Interpretation of Graphic Materials

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	9. Reads the following (appropriate for "Competencies 1.3 and 1.4"): a. Morgan and Deese, "Using Graphs and Tables," How to Study, pp. 119-122. b. Witty, How to Improve Your Reading, pp. 132-139.	
1.5 Explains meaning of cartoons and pictures.	10. Selects and studies pictures and cartoons from magazines and newspapers. 11. Studies the following (appropriate for "Competencies 1.1-1.4"): a. Robinson, "Charts, Tables, Graphs and Maps," Effective Study, p. 44. b. Carter and McGinnis, "Charts, Tables, Graphs, and Maps," Effective	3. Correctly constructs explanatory designs that relate to five cartoons and pictures.

A Picture Can Be Worth a Thousand Words: Interpretation of Graphic Materials

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	Reading for College Students, pp. 208-210. c. Robinson, "Special Reading Skills," Effective Study, p. 158. d. Tape G-L 16, "The Language of Charts, Graphs, Maps, and Diagrams," Listen and Read. CHALLENGE ACTIVITIES: 1. Designs a graph that can be used to indicate individual results of all standardized tests administered by Reading Center personnel. 2. Designs a graph, using different colors, to indicate scores on pre-test(s) of modules. 3. Collects road maps of cities and directory maps; interprets these for knowledge of directions.	

A Picture Can Be Worth a Thousand Words: Interpretation of Graphic Materials

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	4. Designs a chart which shows the interrelationships among basic reading skills.	
	5. Draws cartoons with written messages.	
	6. Finds twenty cartoons with and without explanatory data; compiles a scrapbook of cartoons that could be used for instructional purposes at various learning levels (elementary, high school, college and adult).	
	7. Draws map of home-town; indicates spots of entertainment (movies, clubs, museums, etc.).	
	8. Draws map which indicates directions from individual's permanent home to nearest address.	

A Picture Can Be Worth a Thousand Words: Interpretation of Graphic Materials

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CLUSTER A

RIGHT ON TO SUCCESS: STUDY HABITS AND SKILLS

MODULE 4

No Time to Waste: Locating Information Rapidly and Accurately[1]

RATIONALE - Time is ever changing and knowledge is exploding in most fields. What is current today might be obsolete tomorrow. Learners need to know the resources for finding current answers. More specifically, a student needs to display a thorough knowledge of the reading tasks that are needed for making investigations. Without this knowledge, a student finds himself or herself either wandering aimlessly among the many volumes of books and periodicals in the library, or staring hopelessly into a textbook. With some know-how or expertise in using library and other study tools, a student should be able to locate information quickly and efficiently and have time left to party.

OBJECTIVE - The student will demonstrate a thorough knowledge of location skills.

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[1] This instructional module was not field-tested or revised. It lacks certain sections which are included in most of the other modules in this volume.

No Time to Waste: Locating Information Rapidly and Accurately

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Displays knowledge of the organizational structure of the library.	1. Visits the library. Listens to and takes notes on the explanation presented by the librarian on "The Use of the Library and Its Tools."	1. Accurately locates the designated library resources; identifies these resources when visiting the library with instructor or graduate assistant.
1.1 Exhibits knowledge of the floor plan; knows where to locate the following resources:		
a. Card catalog b. Information (or vertical) file c. Magazines and newspapers	2. Explores the library, observing its organizational structure. 3. Views film: "Library Organization."	
d. Microfilm e. Microfiche f. Films g. Tapes h. Recordings i. Pictures	4. Reads the following: a. Morgan and Deese, "Lay-out of the Library," How to Study, pp. 87-88. b. Witty, "How Can You Find the Reading Materials You Want?" How to Become a Better Reader, pp. 117-123.	2. Designs (in classroom) a diagram of the library's floor plan; correctly labels location of all reference resources.

No Time to Waste: Locating Information Rapidly and Accurately

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
2. Knows how to find sources.	5. Reads the following:	
2.1 Utilizes the card catalog	a. Goldsmith, Library Tools, the Card Catalog.	
a. Determines whether the library has the desired materials.	b. Morgan and Deese, "Card Catalog," How to Study.	
(1) Realizes that key word(s) lead to the location of information.	6. Studies handouts on the card catalog. 7. Makes list of topics for which specific informational sources are unknown; visits the library; uses card catalog to locate titles.	
(2) Knows that locating the key word is sometimes done by trial and error.		
(3) Considers related topics.		
(4) Recognizes the relation between subject and author cards.		

No Time to Waste: Locating Information Rapidly and Accurately

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
(5) Utilizes cross references.		
2.2 Utilizes Dewey Decimal System or Library of Congress System to find sources. a. Reference books b. Fiction c. Non-fiction d. Bibliographies e. Special collections.	8. Studies handouts concerning the use of the Dewey Decimal and Library of Congress Systems.	3. Correctly uses subject and author cards as guides for the location of materials (as observed by instructor or graduate assistant).
3. Demonstrates a thorough knowledge of basic reference materials.	9. Visits library; studies organization of basic reference materials.	4. Given assigned pages of Webster's Collegiate Dictionary, labels correctly at least ten different uses of the dictionary, as specified in Competency 3.1.a. (1).
3.1 Knows type of information found in each basic reference source and knows how to locate information in each source.	10. Participates in teacher-led discussion of the type of information found in basic reference materials. 11. Studies handout that includes sample pages of dictionary.	
a. Uses guide words to find terms in dictionary.		

No Time to Waste: Locating Information Rapidly and Accurately

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	12. Studies organization of personal dictionary.	
(1) Recognizes the many uses of the dictionary.	13. Reads and completes exercises in the following:	
(a) pronunciation (b) multiple meanings (c) syllabication (d) subject label (e) principal parts (f) idiomatic usage (g) discriminated synonyms (h) verb phrase (i) foreign word (j) plural form (k) antonym (l) variant spelling (m) cross reference (n) etymology	a. Witty, "Dictionary Entry," How to Improve Your Reading, p. 204. b. Smith, "Getting the Most Out of Your Dictionary. Be a Better Reader Book VI, pp. 74-77. c. Niles, Tactics in Reading I, pp. 39-46.	
b. Uses encyclopedia to locate information.	14. Views filmstrip: "One Volume Encyclopedias," Library Tools.	
(1) Knows that index		

No Time to Waste: Locating Information Rapidly and Accurately

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
is found in a separate volume.		
(2) Knows value of the index.		
(3) Knows that encyclopedias do not contain the same content areas (and that all encyclopedias do not contain "encyclopedia" as a part of their titles. Ex. The Oxford Companion to American Literature; Human Behavior: An Inventory of Scientific Findings).	15. Reads sections most appropriate for individual needs in Goldsmith, Library Tools, the Encyclopedia.	
c. Uses atlases and almanacs to locate information.	16. Views filmstrips: "Gazetteers and Atlases" and "Almanacs and Yearbooks," Library Tools.	
d. Utilizes Reader's Guide to Periodical Literature to locate	17. Reads Goldsmith, Library Tools, Reader's Guide to Periodical Literature.	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
sources of information.	18. Views filmstrip: "Reader's Guide to Periodical Literature," *Library Tools*.	
e. Uses periodical index of newspapers and magazines.	19. Views film: *How to Read Newspapers*.	5. Reads selection, "Finding Information in Newspapers and Periodicals," *Be a Better Reader Book VI*; and correctly and completely answers ten comprehension questions.
	20. Listens to "Reading Newspapers," *Listen and Read*, M-N 16.	
	21. Reads the following: a. Robinson, *Effective Study*, pp. 211-212; 219-220. b. Witty, *How to Become a Better Reader*, pp. 212-220.	
f. Consults *Who's Who* to locate information about living persons.	22. Reads the following as appropriate for competencies 3.1.b through 3.1.f: a. Gilbert, "Using the Library," *Study in Depth*, pp. 86-94. b. Baker, "Using the Library," *Reading Skills*, pp. 57-60. c. Smith, "Locating Information in Library Books," "Finding Information in Reference	

No Time to Waste: Locating Information Rapidly and Accurately

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	Books," and "Finding Information in Newspapers and Periodicals," Be a Better Reader Book VI, pp. 106-107.	6. Given teacher-designed questions that can be answered by referring to the basic reference materials (See Competency 3.), indicates in writing the source most likely to supply the answer for each question. Then on a separate answer sheet, correctly answers all questions by consulting the basic reference materials. Level of mastery required is 85%.
4. Recognizes the purposes of parts of books.	23. Reads Blake, "Using a Book's Structure," College Reading Skills.	

No Time to Waste: Locating Information Rapidly and Accurately

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
4.1 Finds information through use of table of contents.	24. Studies tables of contents of individual textbooks.	
4.2 Locates information through use of subject and author indexes.	25. Uses the indexes of content area textbooks for instant finding of the precise page(s) where a specific item can be found.	
	26. Uses indexes to locate synonyms.	
4.3 Locates information through use of bibliography.	27. Studies bibliography of each content area textbook.	
4.4 Identifies purpose of and uses the appendix and glossary.	28. Studies appendix and glossary sections of content area textbooks.	
		7. Observed by instructor or graduate assistant, turns immediately to needed book page and distinguishes the purposes for all book parts by correctly answering 85% of questions

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
		constructed by the instructor (timed activity).
	CHALLENGE ACTIVITIES: 1. Reads Brown and Adams, "Research and Development," How to Read the Social Sciences, pp. 111-130. 2. Selects a topic of interest that is to be researched; designs a sentence outline with an accompanying, annotated bibliography.	

No Time to Waste: Locating Information Rapidly and Accurately

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No Time to Waste: Locating Information Rapidly and Accurately

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CLUSTER A

RIGHT ON TO SUCCESS: STUDY HABITS AND SKILLS

MODULE 5

Collecting A's or F's: Preparing for and Taking Tests

RATIONALE - Many educators and learners decry the use of tests. They long for the day when a new method of evaluation will be found or devised. For the present, however, testing is an integral part of the educational system. Students must learn how to improve their test-taking skills.

This module is designed to aid students in becoming "test-wise." It teaches them to be confident and knowledgeable when preparing for and taking all types of tests.

OBJECTIVE - The student will demonstrate practical knowledge of the principles and techniques of how to take tests.

Collecting A's or F's: Preparing for and Taking Tests

Pre-assessment

Instructions: Indicate correct responses to the questions below by encircling the appropriate response in each item.

1. Each short answer should have:
    - a. a concluding statement.
    - b. a well-developed body.
    - c. an introductory statement.
    - d. a concise response.

2. Answers to essay questions are written:
    - a. in completions.
    - b. in rank order.
    - c. in paragraphs.
    - d. in phrases.

Pre-assessment (continued)

3. Characteristics of the objective test are:
   a. nearly all material is printed on the test.
   b. the answers are brief.
   c. the test can be scored by anyone with the key.
   d. there are five types of questions.

4. True or False? (Encircle one.) The objective test is easier than the essay test, and you do not have to study for it as diligently.

5. Arrange in logical order (Use the letters.) these statements regarding taking quantitative tests. Which should you do first, second, and so on?
   a. Guess at those items which you do not know.
   b. Watch your working time.
   c. Go back to harder items.
   d. Read the complete test.
   e. Work at once on those problems that you know.
   f. Work out each problem, taking no short cuts.

Collecting A's or F's: Preparing for and Taking Tests

Pre-assessment (continued)

Complete the statement below:

6. When students write long, rambling questions that get off the subject, they usually do so because they have started to write before they have started to ________________.

Collecting A's or F's: Preparing for and Taking Tests

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Knows the physical and emotional readiness factors,necessary for effective test taking.	1. Reads Christ, "Prepare for Examinations," SR/SE Resource Book, pp. 63-68; Exercise, p. 69 (K-100), (AP-300).	1. Gives brief explanation (oral or written) of five of eight physical and emotional factors which govern test-taking readiness (See "Information Section" for example.)
	2. Reads the following: a. Raygor and Wark, "Preparing for Examinations," Systems for Study, Chapter 6 (K-100). b. Gilbert, "Suggestions for Building Examination Competence," Study in Depth, pp. 174-180; Exercise, p. 181 (AP-300). c. Strang, "Reading Aids to Passing Examinations," Study Type of Reading Exercises: College Level, pp. 144-146 (K-100); Exercise, pp. 147-149 (C-200), (AP-300).	

Collecting A's or F's: Preparing for and Taking Tests

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	d. Staton, "Taking Tests," *How to Study*, pp. 67-71 (K-100); Exercise p. 72 (AP-300).	
2. Demonstrates skill in taking different types of tests.	3. Uses tape and filmstrip, *Testing, Testing, Testing*, Parts 1 and 2 (C-200), (AP-300).	
2.1 Objective Tests	4. Completes the following:	
a. True-false	a. Salisbury, "Writing Examinations," *Better Work Habits*, p. 135 (AP-300).	
b. Completion		
c. Multiple choice	b. ________, "Objective Tests," *Better Work Habits*, pp. 136-144 (AP-300).	
d. Rank order		
e. Matching	c. Spargo, "Taking Objective Examinations," *The Now Student*, pp. 205-213 (AP-300).	
	d. Raygor and Wark, "Taking Objective Examinations," *Systems for Study*, pp. 73-86 (K-100).	

Collecting A's or F's: Preparing for and Taking Tests

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	5. Studies definitions of objective tests in Wood, D., "Common Types of Objective Test Items," Test Construction, pp. 24-30 (K-100), (C-200).	2. Defines terms including characteristics of each discussed in class:
2.2 Subjective Tests a. Short answer b. Essay	6. Studies definitions of subjective tests in Wood, D., "The Essay Test," Test Construction, p. 93.	a. Objective test b. Essay test
	7. Studies the following: a. Wood, N. "Taking an Exam," College Reading and Study Skills, pp. 199-203 (K-100), (C-200), (AP-300).	100% accuracy required.

Collecting A's or F's: Preparing for and Taking Tests

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	b. Raygor and Wark, "Taking Essay-Type Examinations," "Taking Objective Examinations," Systems for Study, pp. 63-86 (K-100), (C-200).	3. Knows procedures to be employed in taking subjective and objective tests according to basic steps given in class. (See "Information Section.")
2.3 Quantitative	8. Studies Wood, "The Quantitative Exam," College Reading and Study Skills, pp. 203-204 (K-100), (AP-300).	4. Defines quantitative.
	9. Reads Raygor and Wark, "Dealing with Problem-solving Items," Systems for Study, p. 83 (K-100).	5. Applies suggested procedures for studying the quantitative exam. Work to be judged based on guidelines given in class. 100% accuracy required.

Collecting A's or F's: Preparing for and Taking Tests

Post-assessment

1. Circle all suggestions in the following list that would help you take an objective test.

   a. Answer the easy questions first.

   b. Read all questions carefully.

   c. Guess wildly on true-false questions.

   d. Look for trick words--all multiple-choice questions are "tricky."

   e. Choose the best answer--all the answers in a multiple-choice question may be true.

2. What causes students to write sketchy, incomplete answers? Circle the best answer.

   a. Incomplete lecture notes.

   b. Poor, incomplete study sheets.

   c. Failure to read the text.

   d. Inadequate understanding.

Collecting A's or F's: Preparing for and Taking Tests

Post-assessment (continued)

3. In what types of courses will you be given quantitative exams?

4. Circle the item(s) in the following list that describe a good essay answer.

   a. It answers all parts of the question.

   b. It goes into detail when required.

   c. It is carefully proofed for errors.

   d. It contains interesting and humorous digressions.

5. True-False? (Circle one.) You should study until the last minute before a test in order to avoid wasting time.

Collecting A's or F's: Preparing for and Taking Tests

Answer Keys

Pre-assessment

1. d
2. c
3. a - b - c - d
4. f
5. d - e - f - c - b - a
6. Think, plan, prepare, or other similar responses

Post-assessment

1. a - b - d - e
2. a - b - c - d
3. Science and Math
4. a - b - c
5. False

Collecting A's or F's: Preparing for and Taking Tests

Information Section

Suggestions for Criterion Behavior #1: Guidelines for Physical and Emotional Readiness Factors

Guidelines should include, but are not restricted to, the following:

1. Preparation (adequate study)
2. Sleep
3. General and Pre-exam Attitude and Behavior
    a. Calmness
    b. Feeling towards taking exams
    c. Evening before exam
    d. Day of the exam
    e. The exam room
4. Behavior during exam
    a. Relax
    b. Think of rewards to come after exam
    c. Think positively

Collecting A's or F's: Preparing for and Taking Tests

Information Section (continued)

Suggestions for Criterion Behavior #1: Guidelines for Physical and Emotional Readiness Factors

5. After Exam Behavior
   - a. Relax
   - b. Do not stew
   - c. Wait until exams are returned
   - d. Study returned exam

Collecting A's or F's: Preparing for and Taking Tests

Information Section (continued)

Suggestions for Criterion Behavior #3: Suggested Steps to Be Employed in Taking Subjective and Objective Tests

Objective Tests (all types)

1. Read through entire exam, answering those questions which you know and identifying those about which you are unsure.
2. Go back and work on questions that you are uncertain about.
3. Apply special techniques according to type of question.
4. Questions remaining after you have completed this process are probably unknown to you, but you can guess, if your wrong answers will not be subtracted from your correct answers. In any case, avoid wild guessing.

Subjective Tests (essay)

1. Answers to essay-type questions must be given in paragraph form. Include brief introduction, a body and a concluding statement in the essay.
2. Think about the question carefully; know exactly what is being asked for.
3. Plan what you wish to say for each item.
4. Avoid unnecessary overlapping of responses.

Collecting A's or F's: Preparing for and Taking Tests

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CLUSTER B

WHAT YOU SAY IS WHAT YOU ARE: WORD ATTACK AND WORD MEANING

MODULE 1

Divide and Conquer: Syllabication and Accentuation

RATIONALE - The correct division of words into syllables is one of the basic skills of reading, for recognizing word elements is essential. The student should know which syllable is accented, and he should be familiar with the rules of syllabication.

This module combines some knowledge of phonics, the relationship of sounds to printed symbols, with the basic rules of syllabication and accentuation. It, thereby, deals with three closely-related reading skills.

OBJECTIVES - The student will be able to apply the rules of syllabication and accentuation when he encounters new words.

The student will be able to determine when vowels are to be unstressed, given the long sound, or given the short sound.

The student will recognize words in which vowels are given the long sound and ones in which they receive the short sound. The student will be able to distinguish between the hard sound of c and g and the soft sound of c and g.

Divide and Conquer: Syllabication and Accentuation

Pre-assessment

Part I

Divide the following words into syllables:

1. abnormal
2. effective
3. beautiful
4. buckle
5. ignorant
6. avoid
7. smoker
8. abhor
9. violin
10. color
11. bushel
12. second
13. conscious
14. strength
15. apple
16. famous
17. behavior
18. smoothest
19. rapid
20. rifle

Part II

Select and underline the words which are correctly divided and accented.

1. per’haps
2. int’rod uce
3. vac a’tion
4. chuc’kle
5. pen e trate’
6. in’sti tu tion
7. u nique’
8. bi og’ra phy
9. lone’some
10. eag’le
11. en ough’
12. lett’er
13. this’tle
14. succ ess’
15. think’er
16. le’thal
17. u nite’
18. pick’ed
19. pick’et
20. hei’ght

Divide and Conquer: Syllabication and Accentuation

Pre-assessment (continued)

Part III

Write the number of syllables in the following words:

1. awe
2. chivalry
3. appreciation
4. generalization
5. cucumber
6. indication
7. dictionary
8. voice
9. please
10. distinguish

Part IV

Choose the answer which correctly completes the following statements:

1. Every syllable must contain
   - a. at least two letters.
   - b. not more than two consonants.
   - c. at least one vowel.
   - d. at least one vowel sound.
2. If a word of one syllable ends in a consonant, the vowel sound is usually
   - a. long.
   - b. silent.
   - c. short.
   - d. unstressed.

Divide and Conquer: Syllabication and Accentuation

Pre-assessment (continued)

3. When the letter c is followed by i, e, or y, it usually has the sound of

   a. k.
   b. z.
   c. s.
   d. sh.

4. When the letter g is followed by the letter e, it usually has the sound of

   a. the j in joy.
   b. the g in ghetto.
   c. the g in sing.
   d. the g in English.

5. In a compound word the accent is usually placed on

   a. the first word.
   b. the last word.
   c. the more important word.
   d. equally.

6. When a word ends with silent e, preceded by one consonant and one vowel, the vowel sound is usually

   a. short.
   b. silent.
   c. unstressed.
   d. long.

Divide and Conquer: Syllabication and Accentuation

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Demonstrates mastery of the rules of syllabication by correctly using the following principles:		
1.1 Correctly divides words which contain a single consonant between two vowels (v-c-v).	1. Reads Hull, "Syllabication and Accent," *Phonics for the Teacher of Reading*, pp. 90-92 (K-100), (AP-300).	1. In writing, divides ten given words into syllables correctly. (See "Information Section" for this module.) 85% accuracy is required.
1.2 Correctly divides words which contain two consonant sounds between two vowel sounds (vc-cv).	2. Reads Niles, et al., "Hearing Syllables," *Tactics in Reading I*, pp. 34-36 (K-100), (AP-300).	2. In writing, divides correctly ten words of this kind into syllables. (See "Information Section.") 85% accuracy is required.
1.3 Correctly divides words which end with a consonant and *le*.	3. Reads Conlin, "Task 7-Syllables," *Concepts of Communication: Reading Vocabulary Module*, pp. 85-89 (K-100), (AP-300).	3. In writing, correctly divides ten words of this kind into syllables. (See "Information Section.") 85% accuracy is required.

Divide and Conquer: Syllabication and Accentuation

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1.4 Correctly divides words which contain double consonants.	4. Reads Conlin, "Task 7-Syllables," Concepts of Communication: Reading Vocabulary Module, pp. 87-89 (K-100), (AP-300).	4. In writing, correctly divides ten words of this kind into syllables. (See "Information Section.") 85% accuracy is required.
1.5 Correctly divides into syllables compound words.	5. Reads Conlin, "Task 7-Syllables," Concepts of Communication: Reading Vocabulary Module, p. 87 (K-100), (AP-300).	5. In writing, correctly divides five words of this kind into syllables. (See "Information Section.") 85% accuracy is required.
2. Demonstrates mastery of the rules for the placement of the accent mark in words of more than one syllable.		
2.1 Recognizes that multisyllabic words may have more than one accented syllable and demonstrates knowledge of the two.	6. Reads Hull, "Syllabication and Accent," Phonics for the Teacher of Reading, pp. 92-96 (K-100), (AP-300).	

Divide and Conquer: Syllabication and Accentuation

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	7. Reads Hull, "Syllabication and Accent," *Phonics for the Teacher of Reading*, p. 91 (K-100), (AP-300).	6. Discriminates between primary and secondary accents by placing them correctly in a list of five words. (See "Information Section.") 85% accuracy is required.
2.2 Realizes that the movement of the accent mark changes the part of speech, and demonstrates the ability to identify parts of speech which have been changed in this manner.	8. Reads Gainsburg, "Context Decides Accent and Pronunciation," *Advanced Skills in Reading*, Book I, pp. 66-68 (K-100).	7. Identifies the part of speech of each word in a list of ten words. (See "Information Section.") 85% accuracy is required.

Divide and Conquer: Syllabication and Accentuation

Post-assessment

Part I

Read the following paragraphs and divide each underlined word into its proper syllables:

It was the first day of school, a beautiful September day. Andy's parents had driven him to the campus, settled him in the dormitory, and left for home. His new roommate seemed to be all right, and he had already seen a pretty, little girl who had smiled at him. Andy thought that college life might not be so bad.

"Lefevre Hall," he read from the card in his hand, "Reading Test - 9:00. All freshmen report promptly."

Andy followed the stream of students into a big room and took a seat. A sophomore from his home had told him that several entrance tests were required and that if he scored below the 50th percentile, he would take reading for a year.

Andy began on the vocabulary section. He knew some of the words. Labefaction, labyrinth, bellwether, debacle were all words which he had learned when he had represented his school in the National Spelling Bee.

When he was told to begin on the comprehension section of the test, Andy realized that he was in trouble. He read the paragraphs, but he could not remember the answers, and he had to keep re-reading.

Divide and Conquer: Syllabication and Accentuation

Post-assessment (continued)

"Psst," he heard from the seat behind him. Turning he saw a mischievous boy with a turned-up nose and twinkling eyes. "I have all the answers," whispered the boy. "My brother is a junior, and he told me which test they use here, and I got one last summer. Just fill in the spaces as I call them out. Number 1-a; number 2-d."

Andy had started filling in the spaces when suddenly he thought. If he really needed help in his comprehension skills, wouldn't it be foolish of him to cheat and lose the opportunity to improve his skills.

"Thanks a lot," he said to the other student. "I think I'll just see how well I can do on my own and take reading if I need it."

"Geez!" exclaimed his would-be friend. "What kind of weirdo is this?" I hope there won't be many strange people like this around here."

And there weren't.

Divide and Conquer: Syllabication and Accentuation

Post-assessment (continued)

Part II

Pronounce the following words to the teacher:

1. cuneiform
2. cunctation
3. succulent
4. cedilla
5. cavort
6. gelding
7. guava
8. defame
9. defamation
10. gyrate

Divide and Conquer: Syllabication and Accentuation

Answer Keys

Pre-assessment

Part I

1. ab nor mal
2. ef fec tive
3. beau ti ful
4. buck le
5. ig no rant
6. a void
7. smok er
8. ab hor
9. vi o lin
10. col or
11. bush el
12. sec ond
13. con scious
14. strength
15. ap ple
16. fa mous
17. be hav ior
18. smooth est
19. rap id
20. ri fle

Part II

The following words are correct:

6. institution
7. unique
8. biography
9. lonesome
13. thistle
16. lethal
17. unite
18. picket

Part III

1. one
2. three
3. five
4. six
5. three
6. four
7. four
8. one
9. one
10. three

Divide and Conquer: Syllabication and Accentuation

Answer Keys (continued)

Part IV

1. d
2. c
3. c
4. a
5. a
6. d

Criterion Behaviors

Part 1

1. mag ic
2. e rupt
3. tel e scope
4. be lieve
5. mu sic
6. lo cust
7. mo rass
8. men ace
9. ra dar
10. in dex

Part 2

1. con tain
2. num ber
3. ab sent
4. com pound
5. cen tu ry
6. ad ver tise
7. tor na do
8. en rich
9. ob serve
10. im per fect

Part 3

1. cack le
2. jin gle
3. tri fle
4. a ble
5. leg i ble
6. veg e ta ble
7. tack le
8. gob ble
9. pur ple
10. fick le

Part 4

1. syl la ble
2. bar ri er
3. waf fle
4. tat tle
5. nib ble
6. suc cess
7. dif fer ent
8. man ner
9. dip per
10. miss ing

Divide and Conquer: Syllabication and Accentuation

Answer Keys (continued)

Part 5

1. house hold
2. cup cake
3. play pen
4. milk man
5. basket ball

Part 6

1. a pri cot
2. sat is fac to ry
3. tan ge rine tan ger ine
4. as par a gus
5. ag gre ga tion

Part 7

1. noun verb
2. verb noun
3. verb noun
4. verb noun
5. verb noun

Post-assessment

1. beau ti ful
2. Sep tem ber
3. par ents
4. driv en
5. set tled
6. room mate
7. pret ty
8. lit tle
9. Le fevre
10. fresh men
11. prompt ly
12. fol lowed
13. soph o more
14. sev er al
15. vo cab u lar y
16. lab e fac tion
17. lab y rinth
18. bell weth er
19. de ba cle
20. learned
21. Spell ing
22. com pre hen sion
23. trou ble
24. par a graph
25. an swers
26. mis chie vous
27. twin kling
28. broth er
29. sud den ly
30. would n't
31. op por tu ni ty
32. friend
33. weird o
34. strange
35. peo ple
36. a round

Divide and Conquer: Syllabication and Accentuation

Information Section

Criterion Behaviors

(Items 1-7)

Item 1

1. magic
2. erupt
3. telescope
4. believe
5. music
6. locust
7. morass
8. menace
9. radar
10. index

Item 2

1. contain
2. number
3. absent
4. compound
5. century
6. advertise
7. tornado
8. enrich
9. observe
10. imperfect

Item 3

1. cackle
2. jingle
3. trifle
4. able
5. legible
6. vegetable
7. tackle
8. gobble
9. purple
10. fickle

Item 4

1. syllable
2. barrier
3. waffle
4. tattle
5. nibble
6. success
7. different
8. manner
9. dipper
10. missing

Item 5

1. household
2. cupcake
3. playpen
4. milkman
5. basketball

Item 6

Place primary and secondary accents on the following words:

1. apricot
2. satisfactory
3. tangerine
4. asparagus
5. aggregation

Item 7

Give the part of speech of each of the following words:

1.	ob'ject	object'
2.	progress'	pro'gress
3.	rebel'	reb'el
4.	record'	rec'ord
5.	trans'fer	transfer'

Divide and Conquer: Syllabication and Accentuation

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CLUSTER B

WHAT YOU SAY IS WHAT YOU ARE: WORD ATTACK AND WORD MEANING

MODULE 2

A Word Means Nothing In Isolation: Contextual Clues[1]

RATIONALE - Learning that a word has more than one meaning and that the meaning can be determined only by the context in which it is used is often new to a student. A first step in "driving this concept home" is for the student to encounter some of the several meanings of a simple word, such as "run," as these meanings appear in a dictionary. From this point forward, the student's reliance on the dictionary may be reduced and the concept of multiple meanings and a more definitive reliance on context should be easy to develop. This module is designed to provide an awareness of the significance of words in their contextual settings and practice in this skill.

OBJECTIVE - The student will demonstrate a thorough recognition of contextual clues.

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[1] This instructional module was not field-tested or revised. It lacks certain sections which are included in most of the other modules in this volume.

A Word Means Nothing in Isolation: Contextual Clues

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Demonstrates ability to identify the direct explanation or definition clue.	1. Studies the following: a. "Meeting New Words," G-L 4, Listen and Read. b. Doyle and Mittwer, Basic Reading Patterns: Words and Sentences, pp. 47, 63. c. Gilbert, Study in Depth, p. 99. d. Tactics in Reading II, Card 5 (Front).	1. In a paragraph from a science text, defines the underlined words, with 90% accuracy.
2. Proves understanding of the use of the experience clue.	2. Studies the following: a. Tactics in Reading II, Card 5 (Back). b. Boning, Using the Context (Specific Skill Series). c. Doyle and Mittwer, Basic Reading Patterns: Words and Sentences, pp. 42, 59, 61.	2. In a written list of ten sentences, gives the correct meaning of the underlined words, with 90% accuracy.
3. Identifies the comparison or contrast clue.	3. Studies the following:	3. In a written passage, decides on the pairs

A Word Means Nothing in Isolation: Contextual Clues

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	a. Tactics in Reading II, Card 6A (Front and Back); Card 6B (Front and Back).	of underlined words with similar or opposite meaning, with 90% accuracy.
	b. Doyle and Mittwer, Basic Reading Patterns: Words and Sentences, pp. 44, 51.	
	c. Pauk, Vocabulary in Context (A Skill at a Time Series 1), p. 27, Exercise 30.	
4. Shows an understanding of the synonym clue.	4. Studies the following:	4. In a group of ten sentences, gives a synonym for each underlined word, with 90% accuracy.
	a. Doyle and Mittwer, Basic Reading Patterns: Words and Sentences, pp. 44, 53, 63.	
	b. Pauk, Vocabulary in Context (A Skill at a Time Series 1), p. 31, Exercise 38.	
5. Demonstrates ability to use the summary clue.	5. Studies the following:	5. Given a group of paragraphs and selected words, matches the word with the paragraph
	a. Doyle and Mittwer, Basic Reading Patterns: Words and Sentences, pp. 59, 63.	

A Word Means Nothing in Isolation: Contextual Clues

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	b. Pauk, *Vocabulary in Context* (A Skill at a Time Series 1), p. 35. c. Guiler and Coleman, *Reading for Meaning 12*.	expressing its meaning. Level of accuracy required is 90%.
6. Demonstrates ability to understand the mood or situation clue.	6. Reads the following: a. Doyle and Mittwer, *Basic Reading Patterns: Words and Sentences*, pp. 42, 61, 63. b. Pauk, *Vocabulary in Context* (A Skill at a Time Series 1), pp. 40-41.	6. In a given short story, correctly decides on the mood as determined by selected words.
7. Identifies the familiar expression clue.	7. Studies Gilbert, *Breaking the Reading Barrier*, pp. 104-105; p. 127, paragraph 2, question 6.	7. Given a newspaper article, correctly defines nine out of ten familiar expressions used in the article.
8. Recognizes the picture context clue.	8. In a series of illustrations collected from books, news-	8. Given five illustrations, correctly

A Word Means Nothing in Isolation: Contextual Clues

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	papers and magazines, decides on the meaning of each.	decides on the meanings of four out of the five.
9. Demonstrates a knowledge of multiple word meanings.	9. Completes the following: a. Worksheet on multiple meanings in Curry and Rigby, Reading Independence Through Word Analysis. b. Tactics in Reading II, Card 4, Exercise I (30 items). c. Participates in small group discussion designed to clarify any misconceptions about multiple word meanings.	9. Correctly identifies in sentences the most appropriate meaning of 80% of the words given on an assessment instrument.

A Word Means Nothing in Isolation: Contextual Clues

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
9.1 Formulates sentences using multiple word meanings.	10. Completes Doyle and Mittwer, Reading Patterns: Words and Sentences, p. 35, Exercise 2-g.	
	11. Selects any ten terms and uses their multiple meanings in sentences.	10. Correctly composes sentences using one of the multiple meanings of the terms given in an oral examination.

A Word Means Nothing in Isolation: Contextual Clues

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CLUSTER B

WHAT YOU SAY IS WHAT YOU ARE: WORD ATTACK AND WORD MEANING

MODULE 3

Words, Words, Words: Antonyms, Synonyms, and Homonyms[1]

RATIONALE - In order to read effectively and become an efficient reader, a student must have a thorough knowledge of words that are similar in meaning, words that are opposite in meaning, and words that sound alike, but have different meanings.

OBJECTIVE - The student will recognize and distinguish among synonyms, antonyms and homonyms.

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[1] This instructional module was not field-tested or revised. It lacks certain sections which are included in most of the other modules in this volume.

Words, Words, Words: Antonyms, Synonyms, and Homonyms

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Demonstrates an understanding of words with opposite meanings (antonyms).	1. Reviews the definition of antonyms in Gilbert, The Turning Point in Reading, p. 46; pp. 66 and 167, Exercise 17.	1. In a group of ten sentences, gives an antonym for each underlined word; does this with 90% accuracy.
	2. Completes Smith, Be a Better Reader Book V, p. 63, Activity 2, Worksheet.	
	3. Reads Gilbert, Study in Depth, pp. 53, 119.	
2. Recognizes words with similar meanings (synonyms).	4. Reviews the definition of synonyms in: a. Smith, Be a Better Reader Book V, p. 63, Activity 1. b. Gilbert, The Turning Point in Reading, pp. 45, 168. c. Gilbert, Study in Depth, p. 118.	2. Using the same group of sentences used for antonym study, gives a synonym for each underlined word; does this with 90% accuracy.
3. Exhibits a thorough understanding of words that sound alike but differ in meaning (homonyms).	5. Reviews the definition of homonyms in Bieda and Woodward, Realizing Reading Potential, pp. 121-123.	3. In a list of twenty words, correctly circles the words that are homonyms.

Words, Words, Words: Antonyms, Synonyms, and Homonyms

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CLUSTER B

WHAT YOU SAY IS WHAT YOU ARE: WORD ATTACK AND WORD MEANING

MODULE 4

The Informers: Roots and Affixes

RATIONALE - One of the best ways to build one's vocabulary is to increase his/her knowledge of word parts. Knowing the meanings of a few prefixes, suffixes and roots will enable the student to add many meanings of words to his/her vocabulary.

OBJECTIVE - The student will recognize affixes and roots, and use them to determine word meanings.

The Informers: Roots and Affixes

Pre-assessment

Part I

Write the definition of each word below, and give the meaning of each part.

Example: irrevocable - not able to be recalled
ir - not
re - again
voc - call
able - able to be

1. monotheism________________________________
mono__________, the_____________, ism____________

2. convertible______________________________
con__________, vert_____________, ible____________

3. incredible_______________________________
in____________, cred____________, ible____________

4. psychology______________________________
psych_________, ology___________,

5. pseudonym_______________________________
pseudo_________, nym_____________

6. mortify__________________________________
mort____________, ify_____________

The Informers: Roots and Affixes

Pre-assessment (continued)

7. conductor______________________________
con__________, duct__________, or__________

8. bicyclist______________________________
bi__________, cycl__________, ist__________

9. interrupt______________________________
inter________, rupt__________

10. microphone______________________________
micro________, phone__________

Part II

Indicate whether the following statements are true or false by placing T or F in the space at the end of each item:

1. A prefix is added to the end of a word to change the meaning of the word. ____

2. A word may have more than one prefix. ____

3. A word may have two parts neither of which is a prefix. ____

4. Several prefixes may have the same meaning. ____

5. If a word begins with the letters in, the in is always a prefix. ____

6. The suffixes ous and ful mean the same. ____

The Informers: Roots and Affixes

Pre-assessment (continued)

7. In the word teams, the s is a suffix. ____
8. Adding the suffix ed changes the tense of a word. ____
9. Only one suffix may be added to a word. ____
10. er, or, ist, and ian all mean one who does something. ____
11. In the word abatement, ate is the root. ____
12. A word may have more than one root. ____
13. A word must have at least one root. ____
14. The term affix applies to both prefixes and suffixes. ____
15. A suffix can change the part of speech of a root. ____

The Informers: Roots and Affixes

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Demonstrates a knowledge of word parts.		
1.1 Identifies base words.	1. Reads and does the exercises in Wiener, "2b Word Part Clues," Reading Skills Handbook, pp. 10-15 (K-100), (C-200).	1. Underlines the base word in fifteen words containing prefixes or suffixes. 85 percent accuracy is required. (See "Information Section" for this module.)
1.2 Gives the meanings of fifteen basic prefixes.	2. Reads and does the exercises in Langan, "Understanding Word Parts," Reading and Study Skills, pp. 121-126 (K-100), (C-200).	2. Completes exercises on prefixes in Niles, "Word Attack/Structure," Tactics in Reading I, pp. 23-25. 85 percent accuracy is required.
1.3 Gives the meanings of twenty basic suffixes.	3. Reads and does the exercises in Langan, "Understanding Word Parts," Reading and Study Skills, pp. 126-131.	3. Completes Adams, "Suffix Exercise," Module 2 Mini Course Prefixes, Roots, and Suffixes, pp. 25-26. 85 percent accuracy is required.

The Informers: Roots and Affixes

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1.4 Gives the meanings of twenty basic roots.	4. Reads and does the exercises in Langan, "Understanding Word Parts," *Reading and Study Skills*, pp. 131-136 (K-100), (AN-400).	4. Completes exercises in Niles, "Word Families" (Parts I, II, and III), *Tactics in Reading II*, pp. 25-29. 85 percent accuracy is required.
1.5 Demonstrates the ability to determine the meanings of words by using the affixes.	5. Completes Scruggs, "Level V Post-Test," *Steps to a Better Vocabulary*, Post-Test V (AP-300).	5. Completes Conlin, "Task 5 Worksheet," *Concepts of Communication: Reading Vocabulary Module*, pp. 61-66. 85 percent accuracy is required.
	6. Studies Jones, "Vocabulary Development," *Effective Reading for College Students*, pp. 21-30 (K-100).	

The Informers: Roots and Affixes

Post-assessment

Write the meaning of each of the following words, and give the meaning of each part:

1. incredulous ______________________________
in __________, cred __________, ous __________

2. infallible ______________________________
in __________, fal __________, ible __________

3. apathy ______________________________
a __________, pathy __________

4. irreparable ______________________________
ir __________, repar __________, able __________

5. illegible ______________________________
il __________, leg __________, ible __________

6. anonymous ______________________________
a __________, nonym __________, ous __________

7. polygamous ______________________________
poly __________, gam __________, ous __________

8. submarine ______________________________
sub __________, marine __________,

9. automobile ______________________________
auto __________, mobile __________,

10. pantheist ______________________________
pan __________, the __________, ist __________

The Informers: Roots and Affixes

Post-assessment (continued)

11. aqueduct____________________________
aque____________, duct____________

12. biped____________________________
bi____________, ped____________

13. legalize____________________________
legal____________, ize____________

14. diversify____________________________
divers____________, ify____________

15. fortify____________________________
fort____________, ify____________

16. audible____________________________
aud____________, ible____________

17. telegraph____________________________
tele____________, graph____________

18. repellent____________________________
repel____________, ent____________

19. interject____________________________
inter____________, ject____________

20. immigrant____________________________
im____________, migrant____________

The Informers: Roots and Affixes

Answer Keys

Pre-assessment

Part I

1. one, god, belief
2. opposite, turn, able to be
3. not, believe, able to be
4. mind, study of
5. false, name
6. dead, to make
7. together, lead, one who
8. two, wheels, one who
9. between, burst
10. large, sound

Part II

1. false
2. true
3. true
4. true
5. false
6. true
7. true
8. true
9. false
10. true
11. false
12. true
13. true
14. true
15. true

The Informers: Roots and Affixes

Answer Keys (continued)

Post-assessment

1. full of disbelief
   not belief full of

2. not able to be wrong
   not wrong able to be

3. with no feeling
   without feeling

4. not able to be repaired
   not repair able to be

5. not able to be read
   not read able to be

6. without a name
   without name

7. with many wives (many marriages)
   many marriage full of

8. under water
   under water

9. self moving
   self moving

The Informers: Roots and Affixes

Answer Keys (continued)

10. one who believes in all gods
    all   god   one who

11. water way
    water   conduit

12. two-footed
    bi   footed

13. make lawful
    lawful   to make

14. make different
    change   to make

15. make strong
    strengthen   to make

16. able to be heard
    hear   able to be

17. writing from afar
    far   writing

18. one who drives back
    drive back   one who

19. throw in between
    between   throw

20. one who moves into a country
    into   one who moves

The Informers: Roots and Affixes

Information Section

Criterion Behavior 1

Underline the base word in the following words:

1. unfriendly
2. appointment
3. incontestable
4. rechargeable
5. subtraction
6. propeller
7. rejection
8. declassified
9. incontrovertible
10. discourteous
11. uneducated
12. extemporaneous
13. sympathetic
14. nonsensical
15. abnormality

The Informers: Roots and Affixes

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CLUSTER B

WHAT YOU SAY IS WHAT YOU ARE: WORD ATTACK AND WORD MEANING

MODULE 5

The Essence of Communication: Types of Vocabulary[1]

RATIONALE - The purpose of this learning module is to provide the student with the tools necessary for the development and enlargement of his/her recognition and functional vocabularies. Hopefully, this information will give the student the background information needed for communicating ideas and experiences effectively.

OBJECTIVE - The student will recognize the concept of the four types of vocabulary and utilize methods for developing and enlarging each type.

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[1] This instructional module was not field-tested or revised. It lacks certain sections which are included in most of the other modules in this volume.

The Informers: Roots and Affixes

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The Essence of Communication: Types of Vocabulary

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
b. Reading vocabulary	6. Reads *Animal Farm* by George Orwell. Identifies and explains, according to context, at least twenty new words.	
	7. Reads two selections from *Selections from the Black* and completes the vocabulary sections.	
	8. Reads selected essays in Jones, *An Approach to College Reading*; completes vocabulary exercises at end of each, making use of context.	
2.3 Working vocabulary a. Speaking vocabulary	9. Presents informal speech, using several unfamiliar words, to be added to the student's speaking and listening vocabularies. Suggested topics include: a. Drugs b. Pre-Marital Sex c. Local Politics d. The Population Explosion e. Other topics of students' choice	2. Informal observations by instructor of students in situations where they interact verbally.

The Essence of Communication: Types of Vocabulary

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
b. Writing vocabulary	10. Writes a formal essay on suggested topics and notes new words used.	3. In written assignments over a nine-week period of time, the student will be judged on the appropriateness of the terms used in his/her writing.
	Alternatives 1. Tapes a selected speech and analyzes it for new terms and their meanings (speaking-listening vocabulary). 2. Brings in a list of thirty words taken from a selected textbook and/or lecture. Practices spelling and using them in sentences (writing and reading vocabulary). 3. Selects five newspaper articles and identifies unfamiliar words and their meanings (reading-writing vocabulary). 4. Listens to "Meeting New Words," Listen and Read, M-P 4 (reading-listening vocabulary).	

The Essence of Communication: Types of Vocabulary

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	5. Listens to "Words and Your Senses," Listen and Read M-P 3 (reading-listening vocabulary).	

The Essence of Communication: Types of Vocabulary

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"Meeting New Words," M-P 4.
"Words and Your Senses," M-P 3.

CLUSTER B

WHAT YOU SAY IS WHAT YOU ARE: WORD ATTACK AND WORD MEANING

MODULE 6

Make Words Work for You: Techniques for Building Your Vocabulary

RATIONALE - There is no single facet of reading development which enhances a student's success in college and his career more adequately than a well-developed and extensive vocabulary. The purpose of this module is to provide an organized plan of vocabulary development, whereby the student can pace himself through the material on a step by step basis. Hopefully, after completing this module, he will have acquired an interest in adding new words to his functional vocabulary, and specific ways by which he may enrich that vocabulary.

OBJECTIVE - The student will apply specific techniques for improving vocabulary.

Make Words Work for You: Techniques for Improving Your Vocabulary

Pre-assessment

Instructions: Circle the letter which identifies the most accurate response(s) in each item.

1. A large vocabulary is necessary in:
    a. championship bowling.
    b. television watching.
    c. almost every aspect of life.
    d. grade school teaching.

2. It is easier to increase your vocabulary if you:
    a. carry a dictionary.
    b. organize your methods.
    c. consult your teacher.
    d. carry a tape recorder.

3. Most of your adult vocabulary comes from:
    a. looking up words.
    b. conversation.
    c. reading words in context.
    d. elementary school spellers.

4. A small vocabulary may be the result of:
    a. inadequate spelling skills.
    b. limited reading.
    c. lack of a college education.
    d. poor English teachers.

5. A dictionary will usually offer:
    a. clues in context.
    b. one precise meaning for a word.
    c. the origin of a word.
    d. a choice of meanings.

Make Words Work for You: Techniques for Improving Your Vocabulary

Pre-assessment (continued)

6. Effective methods of enriching your vocabulary are:

   a. learning words while reading.
   b. talking to many people.
   c. learning word lists.
   d. looking at television.

7. Context means:

   a. roots and prefixes of surrounding words.
   b. surrounding words which add to meaning.
   c. words that sound like one thing but mean something else.
   d. words used like synonyms in a sentence.

8. Learning the meaning of a word from "context" depends on:

   a. knowing Latin.
   b. a good dictionary.
   c. seeing it frequently.
   d. knowing word parts.

9. Encircle the choice which might hinder an individual in developing a large vocabulary:

   a. lack of a college education.
   b. a background of poverty.
   c. inefficient reading skills.
   d. a speech impediment

10. Adequate vocabulary development is associated with:

    a. high salary.
    b. articulate speech.
    c. politics and politicians.
    d. career advancement.

Make Words Work for You: Techniques for Building Your Vocabulary

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Displays an understanding of vocabulary development techniques.	1. Participates in teacher-led discussion on the importance of building your vocabulary (C-200). (See "Information Section" for this module.)	1. Presents vocabulary notebook bi-weekly with a minimum of twenty new words recorded.
1.1 Keeps a vocabulary notebook.	2. Keeps notebook record of: a. words relating to special subjects (technical) (AP-300); b. words relating to hobbies (AP-300); c. new uses and additional meanings of familiar words (AN-500), (E-600); d. substitutions for overworked words (AP-300); and e. words that describe or characterize particular persons, objects, or situations (AP-300).	

Make Words Work for You: Techniques for Building Your Vocabulary

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1.2 Constructs personalized 3 x 5 vocabulary cards.	3. Develops a vocabulary file on 3 x 5 index cards of new words encountered: a. uses one card for each word; b. files cards alphabetically in a small box; c. writes, on the front (lineless) side of the card, pronunciation, part of speech, forms of the word, example of word in context; and d. writes, on the back (lined) side of card, different meanings of word and an original sentence using the word.	2. Enters at least three new words in vocabulary file daily.
		3. Completes a spelling test bimonthly on words taken from either the card file or the vocabulary notebook. Words are randomly selected by teacher; 80 percent accuracy required.

Make Words Work for You: Techniques for Building Your Vocabulary

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
2. Utilizes techniques for expanding vocabularies.	4. Listens to the following *Listen and Read* tapes: a. "Words and Your Senses," M-P3 (C-200); b. "Meeting New Words," M-P4 (C-200).	
	5. Reads Baker, "Words, Words," *Reading Skills*, pp. 47-48 (K-100); "Comprehension Check," p. 114 (C-200).	
	6. Views films: a. *Build Your Vocabulary* (K-100). b. *Vocabulary Skills* (K-100).	
	7. Reads and completes exercises: a. Witty, "How You Can Build Your Vocabulary," *How to Become a Better Reader*, pp. 104-116 (K-100), (AP-300).	

Make Words Work for You: Techniques for Building Your Vocabulary

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	b. Morgan and Deese, "Building a Vocabulary," *How to Study*, pp. 47-51 (K-100).	4. Completes Witty, "Vocabulary Tests," *How to Become a Better Reader*, pp. 298-304. 80 percent mastery is acceptable performance.
	c. Christ, "How You Can Build Your Vocabulary," *SR/SE Resource Book*, pp. 85-91 (K-100), (AP-300).	
	d. Gilbert, "Vocabulary," *Breaking the Reading Barrier*, pp. 37-40 (AP-300).	5. Constructs review test consisting of words collected in the card file or the notebook. Takes monthly tests, consisting of 60 words (minimum). Tests are scored in consultation with teacher. 80 percent mastery is acceptable performance.
	e. Langan, "Vocabulary Development," *Reading and Study Skills*, pp. 163-185 (K-100), (AP-300).	

Make Words Work for You: Techniques for Building Your Vocabulary

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	f. Heilman, "Vocabulary Test," Improve Your Reading Ability, pp. 15-17 (C-200), (AP-300).	
	g. ________, "Increasing Word Power," Improve Your Reading Ability, pp. 53-70 (K-100),	
	h. Wiener and Bazerman, "Building a Strong Vocabulary," Reading Skills Handbook, pp. 3-24 (K-100), (AP-300).	
	i. Canavan and King, "Vocabulary Building Skills," Developing Reading Skills, pp. 30-48 (K-100), (AP-300).	
	j. Sherbourne, "How to Increase Your Vocabulary," Toward Reading Comprehension, pp. 43-72 (K-100), (AP-300).	
	k. Glock, et al., "A Word to the Wise: Building a Vocabulary," Probe Two, pp. 62-69 (K-100), (AP-300).	

Make Words Work for You: Techniques for Building Your Vocabulary

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	l. Gilbert, "Extending Word Knowledge," Study in Depth, pp. 45-52 (K-100), (AP-300).	
	m. Shaw, "How to Build a Vocabulary for Effective Reading," Effective Reading and Learning, pp. 199-218 (K-100), (AP-300).	6. Completes Wood, "Learning Specialized and General Vocabulary," College Reading and Study Skills, pp. 47-62. 80 percent accuracy is required.
	n. Gilbert, "Suggestions for Building Word Knowledge," The Turning Point in Reading, pp. 42-44 (K-100), (AP-300).	
3. Utilizes the dictionary as a resource for improving vocabulary.	8. Practices finding antonyms and synonyms for words listed in vocabulary card file.	7. Completes exercises in Langan, "Using the Dictionary," Reading and Study Skills, pp. 138-151. 85 percent accuracy is required.

Make Words Work for You: Techniques for Building Your Vocabulary

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	9. Using words collected for one week, the student constructs a crossword puzzle and provides the answer key.	
	10. Reads Wiener and Bazerman, "Using the Dictionary," Reading Skills Handbook, pp. 25-35 (K-100), (AP-300).	
	11. Reads Canavan and King, "Dictionary Skills," Developing Reading Skills, pp. 18-29 (K-100), (AP-300).	
	12. Reads Shaw, "How to Develop the Dictionary Habit," Effective Reading and Learning, pp. 266-304 (K-100), (AP-300).	
	13. Completes crossword puzzles in newspapers.	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	14. Listens to tape, "Using the Dictionary," M-P 5, Listen and Read (C-200).	

Make Words Work for You: Techniques for Building Your Vocabulary

Post-assessment

1. The teacher may check notebooks to determine if all of the guidelines for keeping a vocabulary notebook have been followed with a minimum of 80 percent accuracy.

2. The teacher may check personalized vocabulary cards to determine if all of the guidelines for constructing personalized vocabulary cards have been followed with a minimum of 80 percent accuracy.

3. The teacher may construct a test which is composed of from fifty to one hundred of the words appearing in the student's notebook or card file. A minimum of 80 percent accuracy is required.

Make Words Work for You: Techniques for Building Your Vocabulary

Answer Keys

Pre-assessment

1. c
2. b
3. b
4. a-b-c-d
5. a-c-d
6. a-b
7. b
8. c
9. a-b-c
10. a-b-c-d

Post-assessment

Answers will vary according to the choice made by the teacher. See Learning Experiences for statement of guidelines.

Make Words Work for You: Techniques for Building Your Vocabulary

Information Section

Suggested Rules for Building Your Vocabulary

1. Examine words that you see every day.
2. Be able to differentiate between denotation and connotation in regard to meaning.
3. Keep a list of technical words from your textbooks.
4. Keep a list of all new words which you encounter.
5. Get meaning of new words from the context.
6. Be aware of the many different meanings some ordinary words have.
7. Identify word parts and word families.
8. Memorize and apply the simple rules of syllabication.
9. Use the dictionary.
10. Use your new words, where appropriate, in writing or speaking.

Make Words Work for You: Techniques for Building Your Vocabulary

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CLUSTER C

TO UNDERSTAND IS TO KNOW: SELECTED COMPREHENSION SKILLS

MODULE 1

The Idea Is the Thing: Getting the Main Idea

RATIONALE - The essential element in reading is understanding the message that the author is trying to convey. One of the basic skills inherent in understanding what an author aims to say is locating main ideas. Therefore, this module is designed to assist the student in becoming more efficient in locating and extracting the main idea from different types of materials and from selections of various lengths and difficulty.

OBJECTIVE - The student will demonstrate an understanding of the process of locating the main idea in reading selections.

The Idea Is the Thing: Getting the Main Idea

Pre-assessment

Directions: Read each paragraph carefully and thoroughly; then, write the main idea in the space provided. If the main idea is not stated, write the word "Implied" preceding your statement of the main idea.

Paragraph 1

Dr. Charles Drew, a black surgeon, experimented with blood. He found that plasma could be removed from blood. Blood plasma is stored by the Red Cross and sent to hospitals when it is needed. Some years after blood plasma was identified, Dr. Drew was on his way to John Andrews Hospital in Tuskegee, Alabama. He had an automobile accident. The accident occurred close to a white hospital. Because he was black, Dr. Drew was not admitted to this hospital; he bled to death. He could not receive the benefits of blood plasma which he discovered.

Paragraph 2

What is the origin of American Blacks? They are of different colors. Some are very fair; others are brown or black. The texture of the hair varies as well as the features of the body. In many instances, the dialect is different from the dialect of the majority of Americans. The ancestors of the Blacks in America came from Africa. Just as people in Africa differ in color and hair texture because of mixtures of different racial strains, American Blacks differ as a result of mixtures with Indians, French, Spanish settlers and other nationalities.

The Idea Is the Thing: Getting the Main Idea

Pre-assessment (continued)

Paragraph 3

Successful reading is dependent upon the development of many skills. The individual must master word attack skills. Sight and meaning vocabularies are necessary ingredients. Unless one works diligently in pursuing the comprehension skills, he has missed the boat; for understanding what one reads is the real object of reading; therefore, calling words is not reading. Another prerequisite for successful reading is developing flexibility of rate. All materials cannot be read at identical speeds. Certainly, critical reading and thinking are the highest skills that the individual seeks to develop.

Paragraph 4

A vegetable was on the plate. There was a baked potato. A broiled chicken breast served as the entree. In a small salad bowl, tomatoes, onions, and chopped lettuce were served. Of course, this balanced dinner menu always included a delicious dessert and a choice of beverages.

The Idea Is the Thing: Getting the Main Idea

Pre-assessment (continued)

Paragraph 5

Ten young men were marching in a straight line. Near the middle of the line, there was a marshal. Each young man was dressed in a black suit, yellow shirt and a black tie. No one was talking. All eyes looked straight ahead. Gamma Alpha Psi was beginning its Initiation Week.

Paragraph 6

Choosing a career is not an easy task. There are so many details to consider. What are the learning abilities of the individual? Is there sufficient money to finance a certain course of study? Does the individual possess the necessary personal attributes which the career demands?

The Idea Is the Thing: Getting the Main Idea

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Demonstrates the ability to locate the main idea in paragraphs when the topic sentence is placed in different positions or implied.	1. Reads:	
	a. Austin, "Main Thought," College Reading Skills, pp. 85-86 (K-100), (C-200).	
	b. Pauk, Getting the Main Point: Separating the Wheat from the Chaff (A Skill at a Time), pp. 7-11 (K-100).	
	2. Reads and completes:	
	a. Gilbert, "Paragraph Reading," Breaking the Reading Barrier, pp. 46-49, 60-62 (K-100), (C-200), (AP-300), (AN-400).	
	b. Schwartzmann and Kowalski, "Introduces the Main Ideas," Through the Paragraph: A Visual Approach to Reading Improvement, pp. 28-31 (K-100), (C-200), (AP-300), (AN-400).	1. Completes ten exercises from Pauk, Getting the Main Idea: Separating the Wheat from the Chaff (A Skill at a Time), with 90 percent accuracy.

The Idea Is the Thing: Getting the Main Idea

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	c. Smith, "Finding Main Ideas in Different Places," *Be a Better Reader B*, pp. 36-37 (K-100), (C-200), (AP-300), (AN-400).	
	d. Smith, "Finding Main Ideas and Main Topics," *Be a Better Reader Book V*, pp. 14-22 (K-100), (C-200), (AP-300), (AN-400).	
	e. Gilbert, "Getting the Main Point," *Power and Speed in Reading*, pp. 34-37 (K-100), (C-200), (AP-300).	
	f. Smith, "Finding Main Ideas by Yourself," *Be a Better Reader Book VI*, pp. 30-38 (K-100), (C-200), (AP-300), (AN-400).	

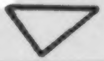
The Idea Is the Thing: Getting the Main Idea

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	3. Listens to Giroux, *Understanding the Main Idea . . . When Reading*, Tape #CT-1A, Comprehension Skills Series (K-100), (C-200).	2. Completes ten exercises from Giroux and Williston, *Understanding the Main Idea . . . When Reading*, with 90 percent accuracy.

The Idea Is the Thing: Getting the Main Idea

Post-assessment

Directions: Read each paragraph carefully and thoroughly; then, in the space provided, write the main idea. After each main idea statement, indicate the location of the main idea in each paragraph by drawing the appropriate diagram.[1]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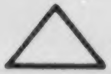
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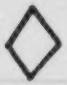
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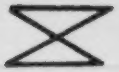
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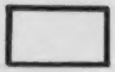
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Paragraph 1

Successful reading is dependent upon the development of many skills. The individual must master the word attack skills. Sight and meaning vocabularies are necessary ingredients. Unless one works diligently in pursuing the comprehension skills, he has missed the boat, for understanding what one reads is the real object of reading; therefore, calling words is not reading. Another prerequisite for successful reading is developing flexibility of rate. All materials cannot be read at identical speeds. Certainly, critical reading and thinking are the highest skills that the individual seeks to develop.

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[1] The concept of using diagrams to illustrate the position of the main idea in a paragraph is taken from "Paragraph Reading" in Breaking the Reading Barrier by Doris Wilcox Gilbert. Copyright © 1959. Reproduced by permission of the publishers, Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

The Idea Is the Thing: Getting the Main Idea

Post-assessment (continued)

Paragraph 2

Ten young men were marching in a straight line. Near the middle of the line, there was a marshal. Each young man was dressed in a black suit, yellow shirt and black tie. No one was talking. All eyes looked straight ahead. Gamma Alpha Psi was beginning its Initiation Week.

____

____

Paragraph 3

A vegetable was on the plate. There was a baked potato. A broiled chicken breast served as the entree. In a small salad bowl tomatoes, onions, and chopped lettuce were served. Of course, this balanced dinner menu always included a delicious dessert and a choice of beverages.

____

____

Paragraph 4

Choosing a career is not an easy task. There are so many details to consider. What are the learning abilities of the individual? Is there sufficient money to finance a certain

The Idea Is the Thing: Getting the Main Idea

Post-assessment (continued)

course of study? Does the individual possess the necessary personal attributes which the career demands?

____

____

Paragraph 5

What was the origin of American Blacks? They are different colors. Some are very fair; others are brown or black. The texture of the hair varies as well as the features of the body. In many instances, the dialect is different from the dialect of the majority of Americans. The ancestors of the Blacks in America came from Africa. Just as people in Africa differ in color and in hair texture because of mixtures of different racial strains, American Blacks differ as a result of mixtures with Indians, French, Spanish settlers and other nationalities.

____

____

Paragraph 6

Dr. Charles Drew, a black surgeon, experimented with blood. He found that plasma could be removed from blood. Blood plasma is stored by the Red Cross and sent to hospitals when it is needed. Some years after the blood plasma was identified, Dr. Drew was on his way to John Andrews Hospital in Tuskegee, Alabama. He had an automobile accident.

The Idea Is the Thing: Getting the Main Idea

Post-assessment (continued)

The accident occurred near a white hospital. Because he was black, Dr. Drew was not admitted to the white hospital; he died. He could not receive the benefits of the plasma which he discovered.

The Idea Is the Thing: Getting the Main Idea

Answer Keys

Pre-assessment

Paragraph 1

Main Idea: Dr. Charles Drew, a black surgeon, experimented with blood.

He could not receive the benefits of blood plasma which he had discovered.

Paragraph 2

Main Idea: Blacks in America came from Africa.

Paragraph 3

Main Idea: Successful reading is dependent upon the development of many skills.

Paragraph 4

Main Idea: Implied. A balanced dinner menu must contain a variety of foods.

Paragraph 5

Main Idea: Gamma Alpha Psi was beginning its Initiation Week.

Paragraph 6

Main Idea: Choosing a career is not an easy task.

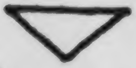
The Idea Is the Thing: Getting the Main Idea

Answer Keys (continued)

Post-assessment

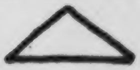
Paragraph 1

Main Idea: Successful reading is dependent upon the development of many skills.

Diagram: 

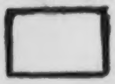
Paragraph 2

Main Idea: Gamma Alpha Psi was beginning Initiation Week.

Diagram: 

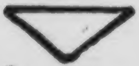
Paragraph 3

Main Idea: A balanced dinner menu must contain a variety of foods.

Diagram: 

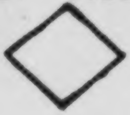
Paragraph 4

Main Idea: Choosing a career is not an easy task.

Diagram: 

Paragraph 5

Main Idea: Blacks in America came from Africa.

Diagram: 

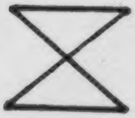
The Idea Is the Thing: Getting the Main Idea

Answer Keys (continued)

Paragraph 6

Main Idea: Dr. Charles Drew, a black surgeon, experimented with blood. He could not receive the benefits of blood plasma which he discovered.

Diagram:



The Idea Is the Thing: Getting the Main Idea

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Tape

Giroux, James A. Understanding the Main Idea . . . When Reading, #CT-1A. Comprehension Skills Series. Providence: Jamestown Publishers, Inc., 1974.

CLUSTER C

TO UNDERSTAND IS TO KNOW: SELECTED COMPREHENSION SKILLS

MODULE 2

Bits and Pieces Add Up: Locating Supporting Details

RATIONALE - Identifying the main idea is essential to comprehension. However, this skill alone is inadequate for most situations in reading. A good reader must be able to identify key details that operate together to expand and enlarge the main idea. This module is designed to provide information and practice activities to assist the student in becoming more proficient and selective in locating supporting details.

OBJECTIVE - The student will exhibit proficiency in locating supporting details.

Bits and Pieces Add Up: Locating Supporting Details

Pre-assessment

Directions: Read this paragraph thoroughly and carefully; then, fill in the diagram, stating the main idea and major details.[1]

Paragraph 1

Faithful Study Habits

There are many reasons for developing faithful study habits. First, the student is given the opportunity to develop thinking power. Second, the student acquires subject matter. Third, one examines his investment as related to future employment, social status and cultural exposure. Fourth, one gets an opportunity to enhance personal self-image. Fifth, one becomes concerned with time management and systematic procedures. Last, the student is exposed to practices for building self-reliance and independence.

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[1] The use of the block diagrams to show the relationship between main ideas and supporting details is taken from Be a Better Reader Book V by Nila Banton Smith. Copyright © 1960. See also Be a Better Reader Level G, Basic Skills Edition, © 1978. Reproduced by permission of the publishers, Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

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340

Pre-assessment (continued)

Directions: Read this paragraph thoroughly and carefully; then, outline the main idea and major and minor details in the outline form provided.[2]

Paragraph 2

My First Week at College

My first week at college was both exciting and frustrating. The excitement began when my parents gave me, as a high school graduation present, a brand new Ford. My father and mother packed the car with a television, stereo, small refrigerator, and an electric burner. I was thrilled, but when I arrived at college and received my room assignment, my feathers fell. I was on my own. I was really frightened. After placing all my belongings in my room, I registered. My scheduled classes included: English, French, mathematics and biology. Then I went to an empty room--no mama, no papa. I wasn't hungry, I was homesick. The days that followed in the first week were no better. I bit my teeth and was determined that I would make it.

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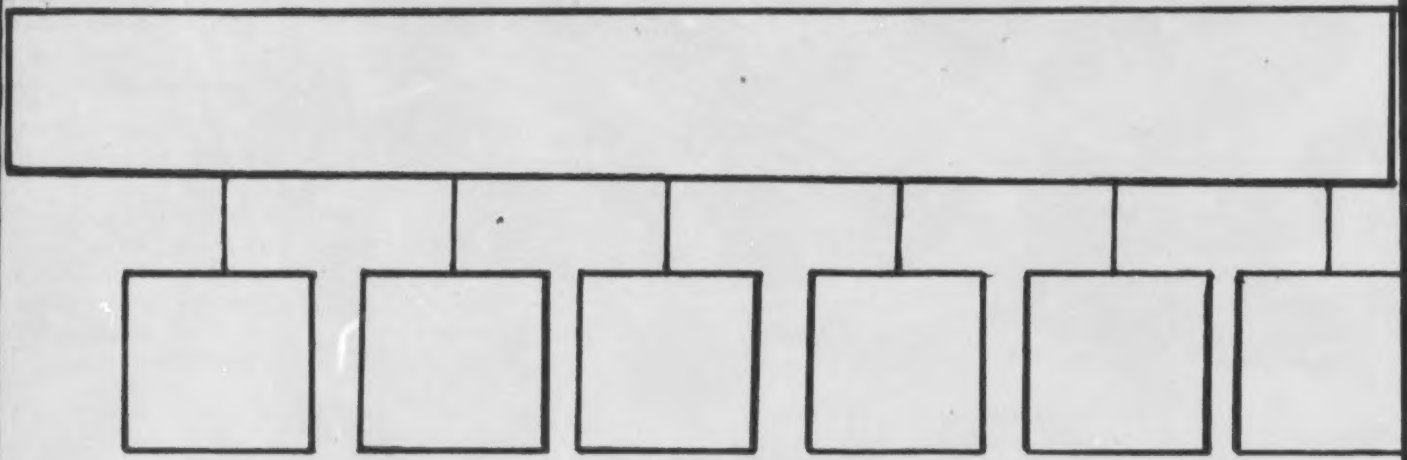
[2] The use of outlines to show the relationship between main ideas and supporting details is taken from Be a Better Reader Book V by Nila Banton Smith. Copyright © 1960. See also Be a Better Reader Level G, Basic Skills Edition, © 1978. Reproduced by permission of the publishers, Prentice-Hall, Inc., Englewood Cliffs, New Jersey 07632.

Bits and Pieces Add Up: Locating Supporting Details

Pre-assessment (continued)

Paragraph I: Faithful Study Habits



Bits and Pieces Add Up: Locating Supporting Details

Pre-assessment (continued)

Paragraph 2: My First Week at College

I. ______________________________

____

- A. ______________________________

  ____

- B. ______________________________

  ____

- C. ______________________________

  ____

  1. ______________________________
  2. ______________________________
- D. ______________________________
- E. ______________________________
- F. ______________________________
- G. ______________________________

Bits and Pieces Add Up: Locating Supporting Details

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Demonstrates an understanding of the relationship of major and minor details to the main idea.	1. Reads Austin, et al., "Supporting Details," College Reading Skills, p. 86 (K-100). 2. Reads and completes: a. Smith, "Grasping and Organizing Details," Be a Better Reader Book VI, pp. 41-46 (K-100), (C-200), (AP-300). b. ________, "Grasping and Organizing Details," Be a Better Reader Book V, pp. 23-24, 27-28 (K-100), (C-200), (AP-300). c. Niles, "Supporting Details," Tactics in Reading II, pp. 77-78 (K-100), (C-200), (AP-300).	

Bits and Pieces Add Up: Locating Supporting Details

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	d. ________, "Recognizing Details that Support the Central Idea," Tactics in Reading I, p. 90 (K-100), (C-200), (AP-300).	1. Writes a paragraph with the main idea supported by major details.
	e. Schwartzmann and Kowalski, "Major and Minor Supports--Seeing and Understanding Paragraph Development," Through the Paragraph: A Visual Approach to Reading Improvement, pp. 11-16 (K-100), (C-200), (AP-300).	2. Using the same paragraph, supports the main idea and major details with minor details.
2. Exhibits an understanding of outlining paragraphs to identify main idea as well as major and minor details.	3. Reads and completes:	
	a. Smith, "Finding Major Details in a Selection," Be a Better Reader Book V, pp. 25-26 (K-100), (C-200), (AP-300).	

Bits and Pieces Add Up: Locating Supporting Details

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	b. ________, "Grasping Details by Outlining," Be a Better Reader B, pp. 88-89 (K-100), (C-200), (AP-300).	
	4. Completes the following activities:	
	a. Smith, "Finding Major and Minor Details in Selections," Be a Better Reader Book V, pp. 29-31 (K-100), (C-200), (AP-300).	
	b. ________, "Outlining Major and Minor Details," Be a Better Reader Book VI, p. 46 (K-100), (C-200), (AP-300).	
	c. ________, "Reading Selections for Details," Be a Better Reader Book VI, p. 48 (K-100), (C-200), (AP-300).	3. Outlines and diagrams paragraphs from selected sources to correctly locate main ideas and details.

Bits and Pieces Add Up: Locating Supporting Details

Post-assessment

Directions: Read each paragraph thoroughly and carefully, locating the main idea and major and/or minor details. Then, on the blank sheets provided, show the main idea and major and/or minor details by means of diagramming and outlining.

Paragraph 1

Taking Final Examinations

For me, taking final examinations is really a problem. I freeze up and I enter the exam in a perfect tizzy. My hands often tremble and sometimes my teeth actually chatter. I break out in a sweat and I can't keep still. When the instructor gives out the examination, I close my eyes and say a little prayer. Believe it or not, the calm that follows is soothing. I read the entire examination. Somehow, some way, I manage to answer all the questions. To my great delight, the first reaction of fear at taking the examination leaves, and I make an A. Ha! Ha! Ha!

Paragraph 2

Planning a Wedding

Planning a wedding is not easy, since so many people are involved. The more elaborate the wedding, the more involvement and expense. Certainly, the man and woman must agree to "tie the knot." The man expresses his desire to the woman's parents. The bride's parents have these responsibilities: assuming the expense of the wedding--the bridal gown, trousseau, place and decorations for the wedding, gifts for women attendants, rehearsal dinner and reception. The groom's parents have these responsibilities: underwriting the expense of the minister, gifts for the groomsmen and the honeymoon.

Bits and Pieces Add Up: Locating Supporting Details

Post-assessment (continued)

Directions: Make the appropriate diagram on this page.

Paragraph 1

Taking Final Examinations

Bits and Pieces Add Up: Locating Supporting Details

Post-assessment (continued)

Directions: Make the appropriate outline on this page.

Paragraph 1

Taking Final Examinations

Bits and Pieces Add Up: Locating Supporting Details

Post-assessment (continued)

Directions: Make the appropriate diagram on this page.

Paragraph 2

Planning a Wedding

Post-assessment (continued)

Directions: Make the appropriate outline on this page.

Paragraph 2

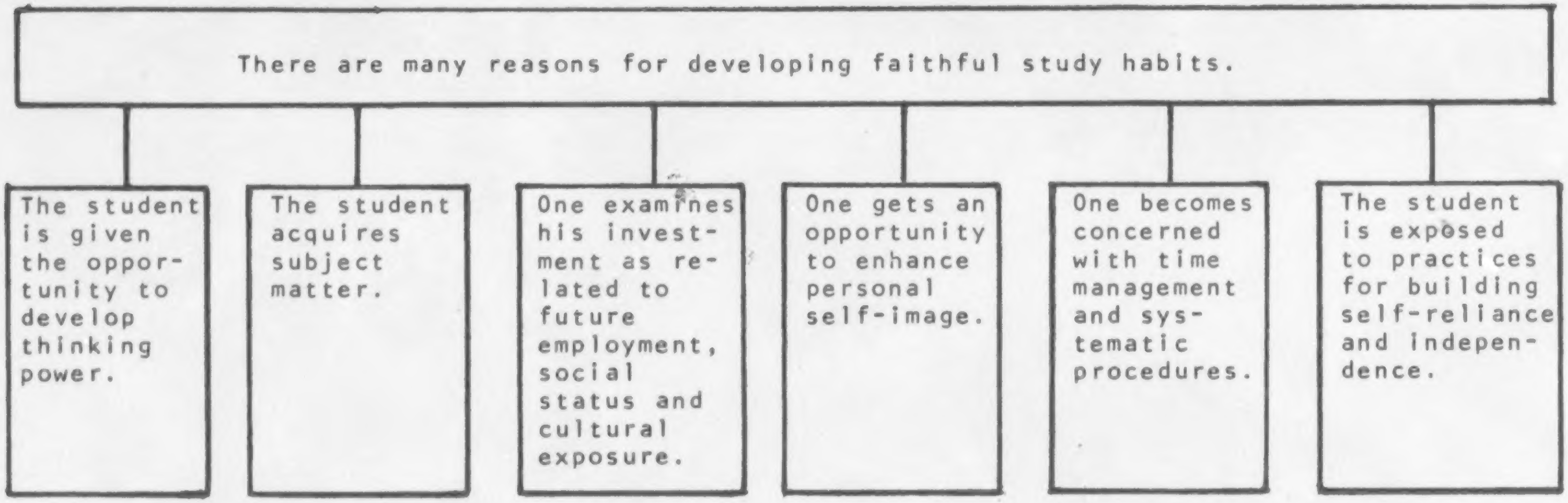
Planning a Wedding

Bits and Pieces Add Up: Locating Supporting Details

Answer Keys

Pre-assessment

Paragraph 1: Faithful Study Habits



There are many reasons for developing faithful study habits.

- The student is given the opportunity to develop thinking power.
- The student acquires subject matter.
- One examines his investment as related to future employment, social status and cultural exposure.
- One gets an opportunity to enhance personal self-image.
- One becomes concerned with time management and systematic procedures.
- The student is exposed to practices for building self-reliance and independence.

Bits and Pieces Add Up: Locating Supporting Details

Answer Keys (continued)

Pre-assessment

Paragraph 2: My First Week at College

I. My first week at college was both exciting and frustrating.

  A. My parents gave me, as a graduation gift, a brand new Ford.

  B. They packed the car with a television, stereo, small refrigerator and an electric burner.

  C. When I arrived at college and received my room assignment, my feathers fell.

    1. I was on my own.
    2. I was frightened.

  D. I registered.

  E. I went to an empty room.

  F. I was homesick.

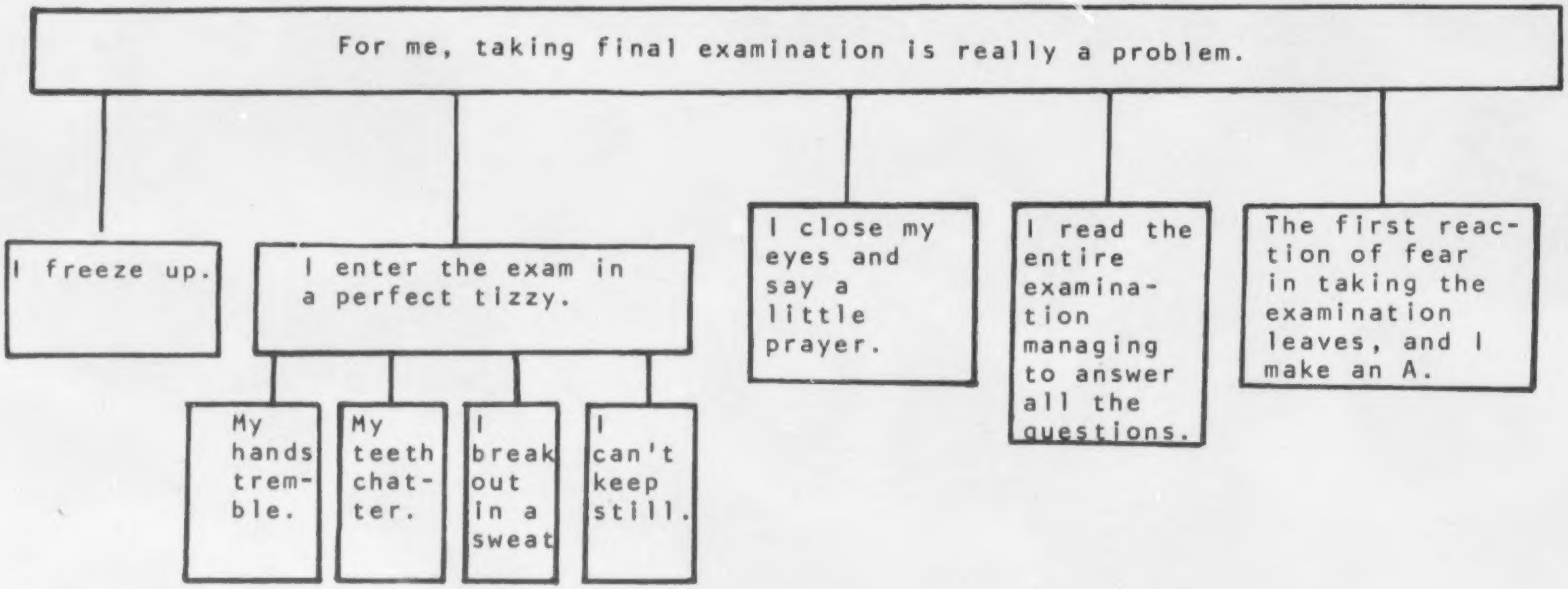
  G. I bit my teeth and was determined that I would make it.

Bits and Pieces Add Up: Locating Supporting Details

Answer Keys (continued)

Post-assessment

Paragraph 1: Diagram



For me, taking final examination is really a problem.

I freeze up.

I enter the exam in a perfect tizzy.

My hands tremble.

My teeth chatter.

I break out in a sweat

I can't keep still.

I close my eyes and say a little prayer.

I read the entire examination managing to answer all the questions.

The first reaction of fear in taking the examination leaves, and I make an A.

Post-assessment

Paragraph 1: Outline

I. For me, taking final examinations is really a problem.

A. I freeze up.

B. I enter the exam in a perfect tizzy.

1. My hands tremble.
2. My teeth chatter.
3. I break out in a sweat
4. I can't keep still.

C. I close my eyes and say a little prayer.

D. I read the entire examination managing to answer all the questions.

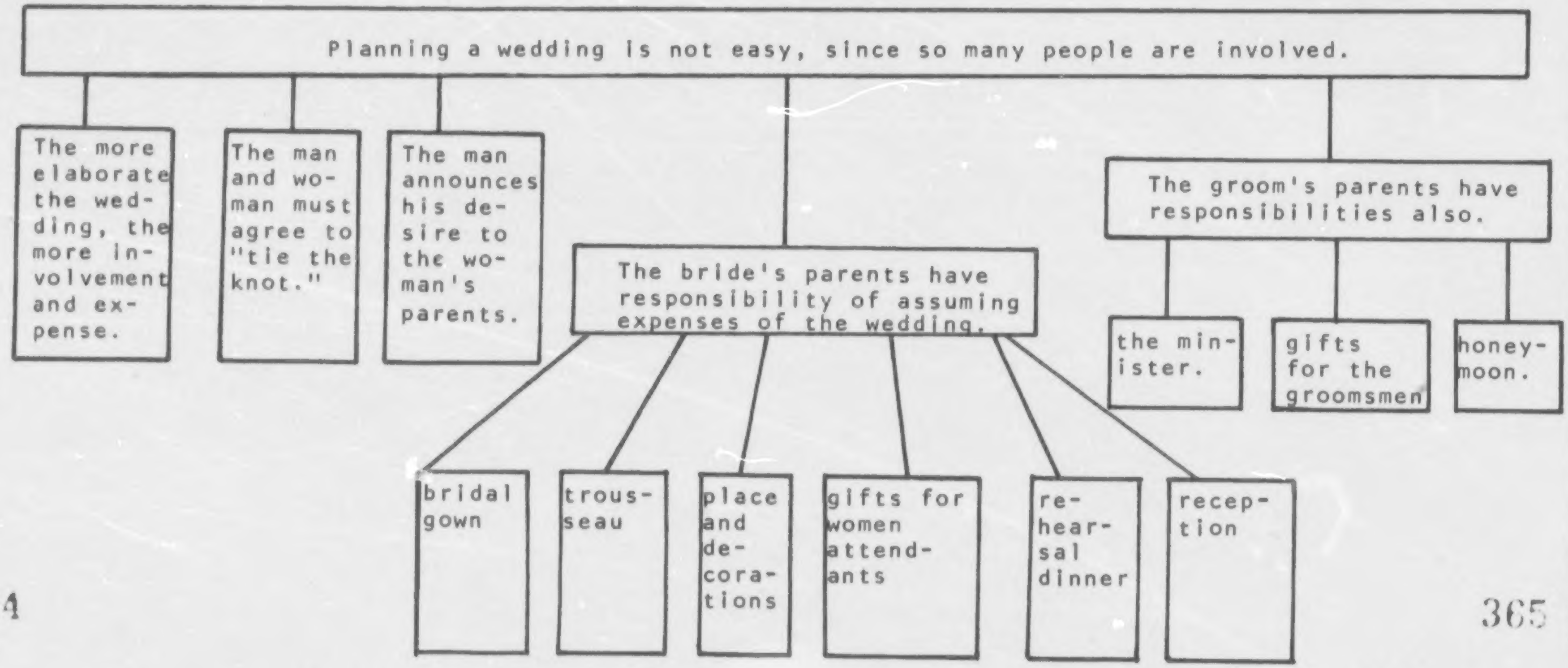
E. The first reaction to the examination of fear leaves and I make an "A."

Bits and Pieces Add Up: Locating Supporting Details

Answer Keys (continued)

Post-assessment

Paragraph 2: Diagram


Planning a wedding is not easy, since so many people are involved.
The more elaborate the wedding, the more involvement and expense.
The man and woman must agree to "tie the knot."
The man announces his desire to the woman's parents.
The bride's parents have responsibility of assuming expenses of the wedding.
The groom's parents have responsibilities also.
the minister.
gifts for the groomsmen
honeymoon.
bridal gown
trousseau
place and decorations
gifts for women attendants
rehearsal dinner
reception

Answer Keys (continued)

Paragraph 2: Outline

Planning a Wedding

I. Planning a wedding is not easy, since so many people are involved.

A. The more elaborate the wedding, the more involvement and expense.

B. The man and woman must agree to "tie the knot."

C. The man expresses his desire to the woman's parents.

D. The bride's parents assume the expenses for the wedding.

1. bridal gown
2. trousseau
3. place and decorations
4. gifts for women attendants
5. rehearsal dinner
6. reception

E. The groom's parents have expenses also.

1. the minister
2. gifts for the groomsmen
3. honeymoon

Bits and Pieces Add Up: Locating Supporting Details

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CLUSTER C

TO UNDERSTAND IS TO KNOW: SELECTED COMPREHENSION SKILLS

MODULE 3

How It Shapes Up: Patterns of Paragraph Development

RATIONALE - Authors use a variety of patterns to develop paragraphs. Familiarity with patterns that are commonly used to develop paragraphs will increase efficiency in comprehension. This module is designed to assist the student in developing an awareness of patterns of paragraph development and skill in identifying these patterns.

OBJECTIVE - The student will demonstrate an understanding of commonly used patterns of paragraph organization.

How It Shapes Up: Patterns of Paragraph Development

Pre-assessment/Post-assessment

Part I

Directions: Read each test item thoroughly and carefully. Then circle the most appropriate answer.

1. Upon the completion of reading a selection consisting of such word clues as "however," "on the contrary," and "the other," the reader may reasonably conclude that the pattern of development employed is:

   a. particulars and details.
   b. comparison-contrast.
   c. time order.
   d. simple listing.

2. To develop a paragraph which uses the cause-effect paragraph pattern, the writer would include which of the following clues?

   a. in addition, also
   b. on the other hand, but
   c. later, next
   d. hence, because

3. "Furthermore" and "besides" are two of the word clues which a reader should look for in trying to detect which of the following?

   a. particulars and details
   b. comparison-contrast
   c. time order
   d. simple listing

How It Shapes Up: Patterns of Paragraph Development

Pre-assessment/Post-assessment (continued)

Part II

Directions: Fill in each blank with the correct type of paragraph development pattern.

1. A writer frequently uses details to clarify his terms in the paragraph developed by ____________________.
2. For purposes of classification, we can say that paragraphs with two or more equally prominent methods are developed by ____________________.
3. When things happen in relation to each other and are sequenced according to the order in which they occur, the method of development used is ____________________.

How It Shapes Up: Patterns of Paragraph Development

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Demonstrates an understanding of seven commonly used patterns of paragraph development.		
1.1 Simple listing	1. Reads from the following: a. Schwartzmann and Kowalski, "Lists," *Through the Paragraph: A Visual Approach to Reading Improvement*, pp. 49-52 (K-100), (C-200). b. Niles, "Recognizing Patterns," *Tactics in Reading III*, p. 67 (K-100), (C-200). 2. Completes the following: a. Schwartzmann and Kowalski, "Lists," *Through the Paragraph: A Visual Approach to Reading Improvement*, pp. 53-54 (K-100), (C-200), (AP-300).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	b. Niles, "Simple Listing," *Tactics in Reading II*, pp. 99-100 (K-100), (C-200), (AP-300).	
1.2 Time order or chronological order	3. Reads Niles, "Recognizing Patterns," *Tactics in Reading II*, p. 91 (K-100).	
	4. Completes Niles, "Time Order," *Tactics in Reading II*, pp. 93-94 (K-100), (C-200), AP-300).	
1.3 Cause-effect	5. Reads the following:	
	a. Schwartzmann and Kowalski, "Shows Cause and Effect Relationships," *Through the Paragraph: A Visual Approach to Reading Improvement*, pp. 88-90 (K-100), (C-200).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	b. Niles, "Recognizing Patterns," Tactics in Reading II, p. 91 (K-100). 6. Reads and completes the following: a. Smith, "How to Read Cause and Effect Material in History," Be a Better Reader Book V, pp. 66-69 (K-100), (C-200), (AP-300). b. Smith, "Grasping Cause and Effect," Be a Better Reader Book VI, pp. 84-87 (K-100), (C-200), (AP-300). c. Niles, "Cause-Effect," Tactics in Reading II, pp. 97-98 (K-100), (C-200), (AP-300). 7. Completes Schwartzmann and Kowalski, "Shows Cause and Effect Relationship," Through the Paragraph: A Visual Approach to Reading Improvement, pp. 91-92 (K-100), (C-200), (AP-300).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1.4 Comparison-contrast	8. Reads the following: a. Austin, et al., "Development by Comparison and Contrast," College Reading Skills, pp. 130-132 (K-100). b. Schwartzmann and Kowalski, "Shows Comparison and Contrast," Through the Paragraph: A Visual Approach to Reading Improvement, pp. 70-72 (K-100). c. Niles, "Recognizing Patterns," Tactics in Reading II, p. 91 (K-100).	
	9. Reads and completes Smith, "Reading to Make Comparison and Contrast," Be a Better Reader Book VI, pp. 79-83 (K-100), (C-200), (AP-300).	

How It Shapes Up: Patterns of Paragraph Development

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	10. Completes the following: a. Schwartzmann and Kowalski, "Shows Comparison and Contrast," Through the Paragraph: A Visual Approach to Reading Improvement, pp. 73-75 (K-100), (C-200), (AP-300). b. Niles, "Comparison-Contrast," Tactics in Reading II, pp. 95-96 (K-100), (C-200), (AP-300).	
	11. Listens to Williston, Retaining Concepts and Organizing Facts When Reading, Tape #CT-8A; Comprehension Skills Series (K-100).	
		1. Completes ten exercises from Williston, Retaining Concepts and Organizing Facts When Reading, Comprehension Skills Series, with 90% accuracy.

How It Shapes Up: Patterns of Paragraph Development

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1.5 Particulars and details	12. Reads Austin, et al., "Development by Particulars and Details," College Reading Skills, p. 129 (K-100).	
1.6 Illustrations and examples	13. Reads the following: a. Austin, et al., "Development by Illustration and Example," College Reading Skills, pp. 129-130 (K-100). b. Spargo (ed.), "Paragraph of Illustration," Selections from the Black (Brown Book), p. 113 (K-100).	
1.7 Definitions	14. Reads the following: a. Austin, et al., "Development by Definition," College Reading Skills, p. 132 (K-100).	

How It Shapes Up: Patterns of Paragraph Development

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	b. Schwartzmann and Kowalski, "Defines," Through the Paragraph: A Visual Approach to Reading Improvement, pp. 76, 78, 82, and 86 (K-100).	
	15. Completes Schwartzmann and Kowalski, "Defines," Through the Paragraph: A Visual Approach to Reading Improvement, pp. 79, 81, 83, 85, and 87 (K-100), (C-200), (AP-300).	
2. Demonstrates an understanding of mixed patterns of paragraph development.	16. Reads and completes Niles, "Mixed Patterns," Tactics in Reading II, pp. 101-102 (K-100), (C-200), (AP-300).	
	17. Reads and completes Schwartzmann and Kowalski, "Combines Two or More Purposes," Through the Paragraph: A Visual Approach to Reading	2. Is able to do the following: a. Identify patterns of development used

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	Improvement, pp. 94-98 (K-100), (C-200), (AP-300), (AN-400).	in newspaper and magazine articles. b. Complete the exercises in Niles, "Relationships," Tactics in Reading III, pp. 67-76, with 90% accuracy.

How It Shapes Up: Patterns of Paragraph Development

Answer Key

Pre-assessment/Post-assessment

Part I

1. b
2. d
3. d

Part II

1. definition
2. combination or mixed patterns
3. time order

How It Shapes Up: Patterns of Paragraph Development

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CLUSTER D

GETTING THE MOST FROM TEXTBOOKS: READING IN SELECTED CONTENT FIELDS

MODULE 1

Uncovering the Social Order: Reading the Social Science Textbook

RATIONALE - Although there are indications that multi-media materials are being used more commonly and in increasingly more meaningful ways, the major tool for acquiring information in the social sciences is reading. In fact, the social science textbook is often relied upon to guide the sequence of learning in most courses. The student, therefore, needs to be able to read social science materials efficiently.

OBJECTIVE - The student will apply appropriate techniques for reading the social science textbook.

Uncovering the Social Order: Reading the Social Science Textbook

Pre-assessment

Instructions: Follow the directions provided with the items in order to complete this pre-assessment.

1. True or false? (Circle one.) It is not a good idea to waste time examining the whole textbook when you only wish to read a single chapter.

2. Place the following steps in a well-known study technique in the sequence of their occurrence:

   a. Recite

   b. Review

   c. Survey

   d. Question

   e. Read

3. Circle all types of paragraph patterns usually found in social sicence materials.

   a. Simple listing
   b. Problem solving
   c. Cause-effect
   d. Classification
   e. Comparison-contrast
   f. Sequence of events

4. What purposes do illustrative materials serve in social science textbooks? Circle all that apply.

   a. Contribute additional information
   b. Stress the importance of printed information
   c. Illustrate a process or concept
   d. Classify a problem

Uncovering the Social Order: Reading the Social Science Textbook

Pre-assessment (continued)

5. Match the pattern of writing in Column A with its stated characteristic in Column B.

COLUMN A

___ A. Enumeration

___ B. Generalization

___ C. Sequence

___ D. Comparison-contrast

___ E. Cause-effect

___ F. Question-answer

COLUMN B

1. Stress is placed on using the pattern as a way of developing a larger idea; pattern may be ordered around time also.

2. Pattern is usually signaled through use of introductory statements; shows how things are alike and how they differ.

3. It often spans several paragraphs and is often utilized as the pattern for a total section of a chapter. It can represent other patterns, but it is an important pattern prevalent in social studies materials used for instruction.

4. This pattern is prevalent in social studies materials. It depends on the development of ideas across many passages. It is often found as a conclusion, a definition, or a broad informational statement.

5. It seldom deals with more than a few paragraphs. The topic is introduced immediately coupled to stated number of subtopics. At times the pattern may not be very visible and may depend largely on headings to signify the subtopics.

Uncovering the Social Order: Reading the Social Science Textbook

Pre-assessment (continued)

6. A good part of the writer's concern is to present events and positions followed by apparent reasons for their occurrence or belief.

7. It names an area and is important as a focal point for the clustering of vital statistics. It should not be confused with the main idea. It is seldom, if ever, found in single paragraphs. It is usually developed throughout the section or chapter.

6. Using two general headings, classify the following items:

a. Short answer
b. Matching
c. Multiple choice
d. Completion
e. Essay
f. Rank order

7. Outline the main idea and major details in the following paragraph:

Reading skills may be divided into two types. These are general skills which are used by everyone and those specific skills which are used to study in the content areas. The general skills are such skills as developing rate, previewing, finding main ideas and organizing details. Specific skills used for study are those which are employed in the study of a particular subject. For example, in history, one may read to make comparisons and contrasts, to grasp sequence of dates and events, as well as to detect propaganda.

Uncovering the Social Order: Reading the Social Science Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Demonstrates a knowledge of suggested strategies for reading the social science textbook.	1. Reads Leedy, "Suggestions for Reading with Speed and Precision in the Social Sciences," Read with Speed and Precision, pp. 47-49 (K-100), (AP-300).	1. Follows predetermined guideline (with 85% accuracy) for examining a social science textbook. (See "Information Section" for suggestions.)
	2. Reads Robinson, "Strategies," Teaching Reading and Study Strategies, pp. 137-139 (K-100).	
2. Applies a study formula to selected chapters in a social science textbook.	3. Studies the following sources for background and/or review: a. Canavan and King, "Study Type Reading-Practicing the SQ3R Method," Developing Reading Skills, pp. 104-116 (K-100), (C-200). b. Leedy, "How to Read a Chapter," Read with Speed and Precision, pp. 26-33 (K-100), (C-200), (AP-300).	2. Completes exercises (with 90% accuracy) in Canavan and King, "Practicing SQ3R," Developing Reading Skills, pp. 116-122, Exercises 5 and 6. 3. Correctly applies the SQ3R study technique to a social science textbook.

Uncovering the Social Order: Reading the Social Science Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	c. Beringause and Lowenthal, "Social Sciences," The Range of College Reading pp. 38-43, 117-122, 204-210 (K-100), (AP-300).	
3. Utilizes techniques for determining the meaning of general, technical and specialized vocabulary in a social science textbook.	4. Reads Brown and Adams, "Vocabulary: Levels of Meaning-Social Science Terms," How to Read the Social Sciences, pp. 31-39, 40-48 (K-100), (AP-300).	4. Submits a copy of unfamiliar words identified in selected chapter(s) with appropriate meanings. Degree of accuracy required is 80%.
	5. Makes a vocabulary list of all unfamiliar words encountered while reading selected chapter(s) in social science textbook.	
	6. Utilizes knowledge of word meaning clues (contextual clues, structural analysis and/or the dictionary--in that order) to derive meanings of unfamiliar words encountered while	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	reading selected chapter(s) in social science textbook.	
4. Demonstrates a thorough knowledge of selected paragraph patterns in social science materials and textbooks.	7. Studies Gray, "Understanding Paragraphs-How to Recognize the Pattern of Paragraph," Better and Faster Reading, pp. 136-141 (C-200).	5. Reads and completes activities with examples of each of these patterns: cause-effect, sequence of events, comparison-contrast, and detailed statement of fact. Level of accuracy required is 80%.
4.1 Identifies six major writing patterns used in social science materials. a. Enumeration b. Generalization c. Sequence of events d. Comparison or contrast e. Cause and effect f. Question-answer		a. Smith, "Reading in Different Subject Fields," Be a Better Reader Book VI, pp. 82-83, 86-87, 90-91. b. Niles, "Relationships-Recognizing Patterns," Tactics in Reading II, pp. 92-104.

Uncovering the Social Order: Reading the Social Science Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
4.2 Demonstrates skill in identifying four major paragraph patterns. a. Cause and effect b. Sequence of events c. Comparison-contrast d. Simple listing	8. Inspects selected social science textbooks, identifies examples of patterns, and completes practice exercises using the following patterns: a. Cause and effect - Reads Smith, "Grasping Causes and Effects," *Be a Better Reader Book VI*, p. 84 (K-100), (C-200), (AP-300). b. Sequence of events - Reads Leedy, "Following the Sequence of Thought," *Reading with Speed and Precision*, pp. 136-138 (K-100), (C-200), (AP-300). c. Comparison-contrast - Reads Niles, "Comparison and Contrast," *Tactics in Reading II*, pp. 95-96 (K-100), (C-200), (AP-300).	6. Completes practice exercises with 80% accuracy.

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	d. Simple listing - Reads Niles, "Recognizing Patterns," Tactics In Reading II, p. 91 (K-100), (C-200), (AP-300).	
5. Recognizes graphic presentations for interpreting maps, graphs, charts and tabular materials in social science.	9. Studies the following sources for background and/or review: a. Leedy, "Reading Graphic Presentations," Read with Speed and Precision, pp. 76-87 (C-200). b. Smith, "Reading Graphs," Be a Better Reader Book B, pp. 138-139 (C-200). c. Smith, "How to Read Graphs," Be a Better Reader Book B, pp. 197-203 (C-200).	

Uncovering the Social Order: Reading the Social Science Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	d. Leedy, "Improving Your Skill in Reading Graphs and Charts," Reading with Speed and Precision, pp. 155-160 (C-200).	7. Completes exercises, with 80% accuracy, in Leedy, "Improving Your Skill in Reading Graphs and Charts," Read with Speed and Precision, pp. 161-163.
6. Demonstrates a knowledge of note-taking and outlining techniques for social science textbooks.	10. Reads Brown and Adams, "Note-taking," How to Read the Social Sciences, pp. 101-110 (K-100).	8. Submits a copy of notes taken from a social science text, indicating main ideas and details with 80% accuracy.
	11. Reads Leedy, "Suggestions for Reading with Speed and Precision in the Social Sciences" (See "Read with a Note Pad."), Read with Speed and Precision, pp. 47-48 (K-100).	
	12. Studies Judson, The Techniques of Reading, pp. 248-253 (C-200).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	13. Listens to "The Art of Note Making," M-P 16, and "Outlining--Finding the Skeleton in Listening and Reading," M-P 15, Listen and Read (K-100).	
	14. Participates in teacher-led discussion on "Strategies for Taking Tests." (See "Information Section" for suggestions.)	
	15. Studies the following: a. Brown and Adams, "Tips on Test-taking," How to Read the Social Sciences, pp. 131-137 (C-200). b. Judson, "Taking Notes," The Techniques of Reading, pp. 256-258 (C-200).	

Uncovering the Social Order: Reading the Social Science Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	c. Robinson, "Effective Skills in Examinations," Effective Study, pp. 49-58 (C-200).	

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Post-assessment

The post-assessment is the same as the pre-assessment with the exception of the paragraph which is provided for outlining in question number 7.

Alternate Paragraph

Instructions: Outline the main idea and major details in the following paragraph:

There are three major skills required in the study of history. The first is comparison and contrast. When an author wishes to show how people, places, and things are similar and in what ways they are dissimilar, the comparison-contrast pattern is used. Sometimes only similarities are given. At other times, only differences are given, but an efficient reader must know how to understand the pattern. The second skill is cause and effect. When an author wishes to show the why of an incident or its trend, he uses the cause and effect pattern. The third skill which you will need in order to study effectively in history is the ability to follow the sequence of dates and events. This is not a very difficult pattern to understand, but it is an involved one.

Uncovering the Social Order: Reading the Social Science Textbook

Answer Keys

Pre-assessment

1. False

2. Survey (c)
   Question (d)
   Read (e)
   Recite (a)
   Review (b)

3. a,c,d,e,f

4. a,b,c,

5. A - 5
   B - 4
   C - 1
   D - 2
   E - 6
   F - 3

6. I. Objective Tests

   A. Rank order
   B. Completion
   C. Multiple-choice
   D. True-false
   E. Matching

   II. Subjective Tests

   A. Short answer
   B. Essay

7. Main idea: Reading skills may be divided into two types

   Major details: General skills
   Specific skills

   or

   I. Reading skills may be divided into two types.

   A. General skills
   B. Specific skills

Answer Keys (continued)

Post-assessment

7. Alternate paragraph

Main idea: There are three major skills required in the study of history.

Major details: Comparison-contrast
Cause-effect
Sequence of dates and events

or

I. There are three major skills required in the study of history.

  A. Comparison-contrast
  B. Cause-effect
  C. Sequence of dates and events

Uncovering the Social Order: Reading the Social Science Textbook

Information Section

Suggested Procedures for Examining the Social Science Textbook

1. Study the title.
2. Consider the author and his credentials.
3. Look at date and place of publication.
4. Study table of contents, noticing overall organization.
5. Read introductory materials, such as preface, note to the teacher, note to the student, and so forth.
6. Look for special materials in appendix.
7. Study the index.

Now, you are ready to use your social science textbook.

Uncovering the Social Order: Reading the Social Science Textbook

Information Section (continued)

Suggested Outline for Discussion: "Strategies for Taking Tests in the Social Sciences"

I. Test preparation

II. Test taking

  A. Reading and following directions

  B. How to take objective tests

    1. Multiple choice
    2. True-false
    3. Matching
    4. Completion
    5. Rank order

  C. How to take subjective tests

    1. Essay
    2. Short answer

Note: For detailed information on the different kinds of tests, see "Cluster A, Module 5."

Uncovering the Social Order: Reading the Social Science Textbook

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"Outling--Finding the Skeleton in Listening and Reading," M-P 15.

CLUSTER D

GETTING THE MOST FROM TEXTBOOKS: READING IN SELECTED CONTENT FIELDS

MODULE 2

What's in a Word: Identifying and Interpreting Figurative Language

RATIONALE - The ultimate aim of teaching reading skills is to produce citizens who read for information and for enjoyment. For some readers the enjoyment of reading is lost because they read too literally; they do not recognize the types of figurative language. This module is designed to help the student to read with understanding and imagination so that she/he can develop different approaches to reading.

OBJECTIVE - The student will demonstrate the ability to differentiate between literal and figurative language and to interpret selected kinds of material in which figurative language is used.

What's in a Word: Identifying and Interpreting Figurative Language

Pre-assessment

Part I

Instructions: Match the word on the right with its correct definition.

1. Over-used or trite remark
2. An expression in the usage of a language which is peculiar to itself, in that it has a meaning that is different from the meanings of the words which make up the expression
3. A pleasant expression replacing an unpleasant one
4. An indirect reference to something which is thought to be familiar
5. The name of one thing used for another thing with which it is associated
6. An expression in which a part of a thing is used to represent the whole or the whole is used to represent a part
7. Repetition of the same sound at the beginning of consecutive words
8. Giving human qualities to inanimate objects
9. A humorous statement which is made, sometimes sarcastically, to say just the opposite of what is meant

_____alliteration

_____allusion

_____analogy

_____assonance

_____euphemism

_____hyperbole

_____metaphor

_____personification

_____platitude

_____simile

What's in a Word: Identifying and Interpreting Figurative Language

Pre-assessment (continued)

Part I

10. An exaggerated statement

11. Repetition of a vowel sound within consecutive words

12. Language which is less harsh than that which would ordinarily be used in a given situation

13. Partial resemblance between things which are basically unlike

14. A figure of speech in which one thing is said to be another

15. A comparison which uses the word like or as

Part II

Instructions: Identify the following figures of speech as simile, metaphor, personification, hyperbole, or alliteration by placing S, M, P, H, or A in the space provided before each item.

______1. The young nation gasped and caught its breath.

______2. The road was a ribbon of moonlight.

______3. The silvery mist broke like a cobweb.

What's in a Word: Identifying and Interpreting Figurative Language

Pre-assessment (continued)

Part II

_____4. I have told you to be quiet a thousand times!

_____5. Lady April came down the road today.

_____6. His heart was a leaf. He felt like a child new-born.

_____7. Little Lily lay lightly on the loose leaves.

_____8. I was so thirsty that I drank ten gallons of water.

_____9. Baby New Year entered at exactly midnight.

____10. Fat Freddy fled for fear from Florida.

What's in a Word: Identifying and Interpreting Figurative Language

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Recognizes ten figures of speech when they occur in written passages.		
1.1 Defines the following figures of speech: a. Simile b. Metaphor c. Allusion d. Personification e. Hyperbole f. Euphemism g. Synecdoche h. Metonymy	1. Attends lecture and participates in teacher-led discussion of figures of speech (K-100), (C-200). (See "Information Section.")	1. Orally defines the figures of speech to the teacher and gives at least one example of each.
1.2 Is able to identify the above figures of speech when they are encountered in reading.	2. Reads Joffe, "Understanding Figurative Language," Opportunity for Skillful Reading, pp. 229-232 (C-200).	2. Reads Jonathan Livingston Seagull and finds ten figures of speech.
	3. Studies Wittig, "Metaphoric Language: Contexts and Comparisons," The Participating Reader, pp. 71-78 (K-100).	3. Reads Noyes's "The Highwayman," and identifies at least ten figures of speech in the poem. (One or more similar poems may be substituted to meet this criterion.)
	4. Reads Adams, "Recognizing Figurative Language," Developing Reading Versatility, pp. 279-282 (AP-300).	

What's in a Word: Identifying and Interpreting Figurative Language

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
2. Translates figurative language into literal terms.	5. Reads Altick, "Other Determinants of Tone," Preface to Critical Reading, pp. 130-144 (K-100), (C-200).	4. Reads Altick, pp. 133-134, and lists all figures of speech which appear in the passage, with proper classification.
2.1 Demonstrates knowledge of figurative language by giving the literal meaning of various figures of speech.	6. Listens to "Words and Your Senses," Listen and Read, G-L 3 (K-100).	
	7. Reads Blake, "Dealing with Figurative Language," College Reading Skills, pp. 279-284 (K-100), (AP-300).	5. Completes Sets 1, 2, and 3 in Blake, "Dealing with Figurative Language," College Reading Skills, pp. 282-285.

What's in a Word: Identifying and Interpreting Figurative Language

Post-assessment

Instructions: The passages below are quoted from Jonathan Livingston Seagull.[1] Use the letters to identify each as one of the following types of figures of speech:

M - metaphor
S - simile
P - personification

MY - metonymy
SY - synecdoche
MM - mixed metaphor

For each correct response, you will receive three points. The criterion for low-level mastery is 70%.

1. ___ . . . the wind was a whisper in his face, . . .
2. ___ . . . until the ocean stood still beneath him.
3. ___ . . . he'd roll violently left, stall his right wing recovering, and flick like fire into a wild tumbling spin to the right.
4. ___ . . . it hit him like dynamite.
5. ___ Jonathan Seagull exploded in midair and smashed down into a brick-hard sea.
6. ___ His wings were ragged bars of lead, . . .
7. ___ The hollow voice cracked in alarm.
8. ___ . . . the cry DEVIL! went through them like the wind of an ocean storm.
9. ___ The moon and the lights twinkling on the water, throwing out little beacon-trails through the night, and all so peaceful and still. . . .
10. ___ The wind was a monster roar at his head.
11. ___ . . . he eased out of the dive and shot above the waves, a gray cannonball under the moon.

---

[1] Selections from Jonathan Livingston Seagull by Richard Bach (Copyright © 1970 by Richard D. Bach), used by permission of Macmillan Publishing Co., Inc.

What's in a Word: Identifying and Interpreting Figurative Language

Post-assessment (continued)

12. ___ But not one of them, . . . had come to believe that the flight of ideas could possibly be as real as the flight of wind and feather.
13. ___ From five thousand feet the . . . Breakfast Flock was a faint cloud of dust motes, circling.
14. ___ . . . the wind was a solid beating wall of sound against which he could move no faster.
15. ___ . . . the boat and the crowd of gulls tilting and growing meteor-fast, directly in his path.
16. ___ . . . Jonathan Livingston Seagull fired directly through the center of Breakfast Flock . . . in a great roaring shriek of wind and feathers.
17. ___ By the time he had pulled his beak straight up into the sky he was still scorching along at a hundred and sixty miles per hour.
18. ___ . . . the boat was a crumb on the sea, four thousand feet below.
19. ___ . . . he found that moving more than one feather at that speed will spin you like a rifle ball . . .
20. ___ The two gulls that appeared at his wings were pure as starlight, . . .
21. ___ A seagull never speaks back to the Council Flock, but it was Jonathan's voice raised.
22. ___ The squawks and grockles of everyday life in the Flock were cut off as though the formation were a giant knife, . . .
23. ___ . . . he brought his forewings tightly into his body, left only the narrow swept daggers of his wingtips extended . . .
24. ___ It went like lightning through the Flock.
25. ___ As it had shined across him all his life, so understanding lighted that moment for Jonathan Seagull.
26. ___ . . . he had a blazing drive to learn to fly.
27. ___ . . . his wings were smooth and perfect as sheets of polished silver.
28. ___ Fletcher's predictions of battle melted in the Flock's confusion.
29. ___ . . . he took in new ideas like a streamlined feathered computer.
30. ___ The Elder's words sounded in a voice of highest ceremony.

What's in a Word: Identifying and Interpreting Figurative Language

Answer Keys

Part I

Pre-assessment

7	alliteration
4	allusion
13	analogy
11	assonance
3	euphemism
10	hyperbole
14	metaphor
8	personification
1	platitude
15	simile

Post-assessment

1. M
2. P
3. S
4. S
5. MM
6. M
7. M
8. S
9. M
10. M
11. M
12. SY
13. M
14. M
15. M
16. M
17. M
18. M
19. S
20. S
21. P
22. S
23. M
24. S
25. M
26. M
27. S
28. M
29. S
30. MY

Part II

1. personification
2. metaphor
3. simile
4. hyperbole
5. personification
6. metaphor simile
7. alliteration
8. hyperbole
9. personification
10. alliteration

What's in a Word: Identifying and Interpreting Figurative Language

Information Section

Learning Experience 1: Suggestions for Lecture Discussion

A writer's style is revealed by the manner in which he writes. Some writers prefer short, simple sentences. Others use extensive and colorful description, long involved sentences, flowery language, and many figures of speech. Still others rely heavily on dialogue or formal, stilted "textbook language," while informal or conversational prose is preferred by many.

Competent readers have a thorough knowledge of figures of speech because they must be able to recognize the style and the tone of an author's writing, and they must be able to distinguish between figurative language and literal language. In other words, competent readers know when an author is saying exactly what she/he means and when an author is writing in metaphoric language.

Figurative language is difficult because it requires the use of the reader's imagination, and quite often the reader needs prior knowledge in order to understand the figure of speech which is being used.

Jonathan Livingston Seagull is easy reading "on the surface," but Bach's use of figurative language adds a dimension of difficulty, albeit beauty, which should be noted, understood and appreciated. Bach relies heavily on figures of speech to embellish his writing and to create vivid pictures in the reader's mind. Consider the following definitions of selected figures of speech for further reference and application.

Figurative Language or Figures of Speech: flowery language, aiming to create a vivid picture in the reader's mind, not to be taken literally.

1. Metaphor: one object is likened to another by speaking of the former as if it were the lâtter; e.g., "The road was a ribbon of moonlight over the purple moor."

What's in a Word: Identifying and Interpreting Figurative Language

Information Section (continued)

2. Simile: one object is directly compared to another through the use of "like" or "as"; e.g., "His hair was like moldy hay."

3. Mixed Metaphor: an expression in which two or more incongruous or inharmonious comparisons are used; e.g., "He kept tight rein on his boiling passions."

4. Personification: the figurative endowment of inanimate (lifeless) objects with personality, human qualities or attributes. "The wet leaves groaned their way to the ground."

5. Metonymy: a statement in which the name of one thing is substituted for that of another thing with which it is closely associated. "Lands belonging to the crown."

6. Synecdoche: (si-nek-de-ke): a statement in which a "part" of a thing is treated as or taken in the place of the "whole" or *vice versa*; e.g., "a roof over his head," "ten hands working in the orchard," "six were taken to the market," "The law appeared on the scene."

What's in a Word: Identifying and Interpreting Figurative Language

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CLUSTER D

GETTING THE MOST FROM TEXTBOOKS: READING IN SELECTED CONTENT FIELDS

MODULE 3

Technology in Our World: Reading the Science Textbook

RATIONALE - The student in a science course may feel that one has to be a scientist to read the specialized vocabulary and various writing patterns in that particular content area. One does not have to be a scientist, but one must be able to survive in the course. This is especially true for the student enrolled in reading who must take a science or science-related course while still in the process of developing and improving his/her reading skills. In this module, the student will learn necessary strategies for vocabulary and comprehension improvement in the reading of scientific discourse.

OBJECTIVE - The student will improve his/her ability to recognize the functions of the specialized vocabulary and specific writing patterns in order that he/she may better read and understand scientific discourse.

Technology in Our World: Reading the Science Textbook

Pre-assessment/Post-assessment

1. Answer true or false.
   Careful, detailed reading precedes skimming for overall impressions when reading science materials. ____________

2. Place the following steps in sequential order according to their occurrence. In the blank spaces, write the alphabet letter that represents each step.

   _____ _____ _____ _____ _____

   a. Compare your summary with the facts in the selection.

   b. Using the questions as guides, read the selection.

   c. Skim the selection to obtain an overall impression.

   d. Develop questions to be used as purposes for reading.

   e. Organize information and summarize, preferably in written form.

3. The key words that represent the PQRST study strategy are:

   ____

   ____

   ____

   ____

   ____

Technology in Our World: Reading the Science Textbook

Pre-assessment/Post-assessment (continued)

4. Match the pattern of writing in column A with the stated characteristics in column B by indicating the numbers that represent the items.

A	B
a. Classification of facts ________	1. Tells what was done, what observations were made, and the results.
b. Description of a technical process ________	2. Presents information in a paragraph that uses two or more patterns.
c. Experiment-instruction ________	3. Provides a listing of technical terms and definitions.
d. Problem-solving ________	4. Provides information consisting of directions for carrying out an experiment (sequential listing of steps).
e. Composite pattern ________	5. Provides an order of sequence.
	6. Provides a categorization of major groups within larger groups and chief characteristics of each subgroup.

5. Two common techniques of taking notes from the science textbook are:

____

____

Technology in Our World: Reading the Science Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Identifies and demonstrates the skill of applying suggested strategies when reading science materials and textbooks.	1. Reads Smith, "How to Read Science," Be a Better Reader Book VI, p.142 (K-100).	1. Completes exercises with 80% accuracy: Smith, "How to Read the Sciences," Be a Better Reader Book VI, p. 142.
2. Demonstrates and practices using an appropriate study formula for reading science materials and textbooks.	2. Studies Forgan and Mangrum, "PQRST-Science," Teaching Content Area Reading Skills, pp. 242-243 (C-200).	
	3. Studies Adams, "Exploring Your Textbook," "Exploring Your Assignments," How To Read the Sciences, pp. 2-12, 13-32 (C-200).	2. Completes comprehension test with 80% accuracy: Adams, "Exploring Your Textbook," "Exploring Your Assignments," How to Read the Sciences, pp. 21-22, 31.
	4. Studies Judson, "Reading in Specialized Subjects-Natural Sciences," The Techniques of Reading, pp. 330-333 (C-200).	
		3. Correctly applies PQRST study technique to a science textbook.

Technology in Our World: Reading the Science Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	5. Reads and completes comprehension tests in Shaw and Townsend, "Science," College Reading Manual, pp.136-196 (K-100), (AP-300).	
	6. Reads Pauk, "How to Read a Textbook in Science," How to Study in College, pp.122-123 (K-100).	4. Completes exercises with 80% accuracy: Adams, "Integrated Exercises I & II," "How to Read the Sciences,pp. 334, 360, 349, 363.
3. Recognizes and demonstrates an understanding of scientific terms and the use of a specialized vocabulary.	7. Studies Adams, "Understanding Scientific Language," "Building Your Vocabulary," How to Read the Sciences, pp. 35-47, 48-58 (C-200).	5. Completes a "Scientific Literacy Test" with 80% accuracy: Adams, "Scientific Literacy," How to Read the Sciences, pp. 35-36.
	8. Studies and completes exercises in Smith, "Working with Science Words," Be a Better Reader Book VI, pp. 43, 106 (C-200), (AP-300).	

Technology in Our World: Reading the Science Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
4. Demonstrates the skill of recognizing five patterns of writing in scientific materials.	9. Studies the following: a. Adams, "Analyze for Comprehension," How to Read the Sciences, p. 60 (C-200).	
4.1 Classification of scientific facts	b. Smith, "How to Read the Classification Pattern," Be a Better Reader Book VI, p. 141 (C-200). c. Adams, "Analyzing the Classification Pattern," How to Read the Sciences, pp. 60-66 (C-200).	6. Completes activities with 80% accuracy: Smith, "How to Read Classification Pattern, "Be a Better Reader Book VI, pp. 143-152.
4.2 Description of a technical process	d. Smith, "Reading a Description of a Technical Process," Be a Better Reader Book VI, pp. 153-156 (C-200).	7. Completes activity with 80% accuracy: Smith, "Activity I," Be a Better Reader Book VI, pp. 156-157.
	e. Adams, "Analyzing the Process-Description Pattern," How to Read the Sciences, pp. 72-75 (C-200).	8. Completes activity with 80% accuracy: Adams, "Analyzing the Process-Description Pattern," How to Read the Sciences, p. 76.

Technology in Our World: Reading the Science Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
4.3 Experiment-instruction	f. Adams, "Analyzing the Experiment-Instructions Pattern," How to Read the Sciences, pp. 100-111 (C-200).	9. Completes activity with 80% accuracy: Adams, "Complex Experiment Instructions," How to Read the Sciences, pp. 103-104.
4.4 Problem-solving	g. Smith, "Reading Problem-Solving Patterns," Be a Better Reader Book VI, pp. 148-150 (C-200). h. Adams, "Analyzing the Problem-Solving Pattern," How to Read the Sciences, pp. 87-98 (C-200).	10. Completes activity with 80% accuracy: Smith, "Activity I-Reading Problem-Solving Patterns," Be a Better Reader Book VI, pp. 150-152.
4.5 Composite	i. Adams, "Analyzing Combinations of Patterns," How to Read the Sciences, pp. 112-123 (C-200).	11. Completes comprehensive activities on all patterns with 80% accuracy: Adams, "Analyze for Comprehension," How to Read the Sciences, pp. 204-219.

Technology in Our World: Reading the Science Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
5. Demonstrates a knowledge of note-taking and outlining techniques for scientific materials.	10. Studies Clifford and Deese, "Taking Notes," How to Study, pp. 54-58 (K-100).	
	11. Studies Pauk, "Taking Notes on Textbook and Library Reading," How to Study in College, pp. 52-56 (C-200).	
	12. Studies Adams, "Taking Notes," How to Read the Sciences, pp.125-133 (C-200), (AP-300).	
	13. Reads Reiter and Spache, "Notetaking," The Reading Line Lab/Science, pp. 61-64 (K-100).	12. Correctly applies notetaking techniques to a science textbook.
	14. Reads Baker, "Taking Notes," Reading Skills, pp. 51-52 (K-100).	13. Completes an application exercise with 80% accuracy: Baker, "Taking Notes," Reading Skills, p. 53.

Technology in Our World: Reading the Science Textbook

Answer Key

Pre-assessment/Post-assessment

1. False

2. c, d, b, e, a

3. Preview, Question, Read, Summarize, Test

4. a-6
   b-5
   c-4
   d-1
   e-2

5. Outline form
   Marginal notes in books

Technology in Our World: Reading the Science Textbook

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Shaw, Phillip B., and Townsend, Agatha. College Reading Manual for Class and Individual Training. New York: Thomas Y. Crowell Company, 1963.

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CLUSTER D

GETTING THE MOST FROM YOUR TEXTBOOK: READING IN SELECTED CONTENT FIELDS

MODULE 4

There's More to Math than Numbers: Reading the Mathematics Textbook

RATIONALE - Students usually think of mathematics in terms of numbers and symbols; yet concepts, principles, directions, and steps for problem solving involve words. Numbers, symbols, and words, however, all play important roles in mathematical discourse. One's ability to comprehend concepts, principles, and procedures affects one's ability to solve mathematical problems effectively.

OBJECTIVE - The student will recognize the specialized vocabulary, symbols, graphics, writing patterns, and strategies needed to improve his/her understanding of concepts, principles, and procedures necessary for the effective solving of mathematical problems.

There's More to Math than Numbers:
Reading the Mathematics Textbook

Pre-assessment

1. Circle the letter of the response that best completes this statement.

   Properly prepared illustrative materials:
   a. show comparisons.
   b. save time.
   c. show relationships in vivid and interesting form.
   d. expand information given in the selections which they accompany.

2. ________________________express facts through organized series of numb and give the answers to such numerical questions as "How many?" "How much?" "At what stage?" and "At what time?"

3. Match the following mathematical symbols in column A with their correc definitions in column B. Write the appropriate letters in the spaces.

A

_____1. $<$

_____2. $\neq$

_____3. $\doteq$

_____4. $>$

_____5. $+$

B

a. equals approximately
b. times or multiply
c. subtract or minus
d. equals or is equal to
e. is less than
f. divide
g. does not equal
h. add or plus
i. is greater than

There's More to Math than Numbers:
Reading the Mathematics Textbook

Pre-assessment (continued)

4. Match the prefixes in column A with various root words in column B to form a new word. Give the meaning of each new word.

Column A	Column B	New Word and Definition
a. tri	meter	
b. con	sect	
c. kilo	current	
d. dia	angle	
e. bi	gram	
f. di		

5. Indicate what each letter stands for in the following mathematics study technique:

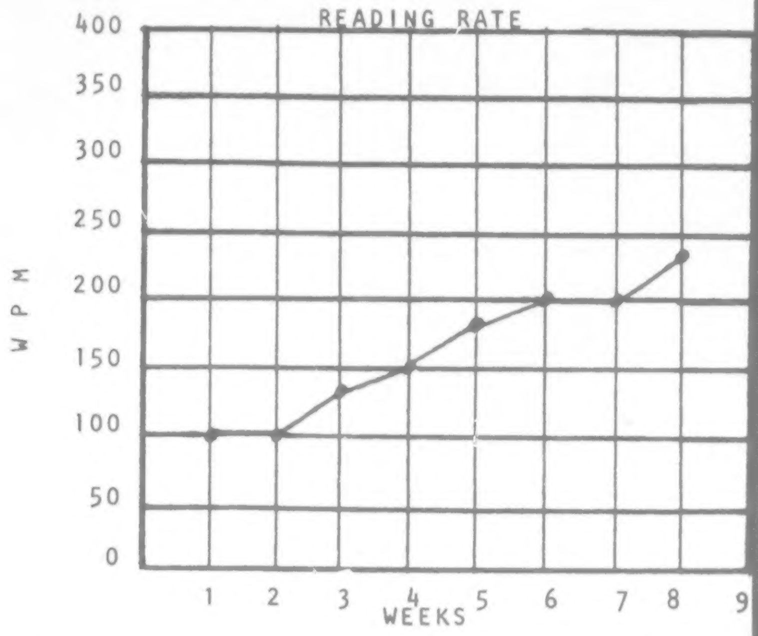
S ____________________
Q ____________________
R ____________________
Q ____________________
C ____________________
Q ____________________

There's More to Math than Numbers:
Reading the Mathematics Textbook

Pre-assessment (continued)

6. Answer the following questions:

   a. What kind of graph appears below?
   b. What is the title of the graph?
   c. What information does it give?
   d. Give the specific rate per week.
   e. (1) How many times did rate remain the same?
      (2) In which weeks did this occur?



There's More to Math than Numbers:
Reading the Mathematics Textbook

Pre-assessment (continued)

7. Match the patterns of development in column A with the statement of their characteristics in column B. Write the appropriate letters in the spaces.

A

____1. Concept Development

____2. Principle Development

____3. Problem Solving

B

a. Utilizes problems with stated solutions as illustrations of the statement. Most often such illustrations follow immediately after the statement, but occasionally an illustration is cited prior to the formal statement.

b. Is usually cited as the most complex and troublesome part of mathematics by students. The reader is normally called upon to function quite independently; also, the procedures and results are what students are held accountable for.

c. Takes different forms in different situations and in different instructional materials. Most often, however, the concepts being developed are set off from the regular print in some way--bold face, italics, color, etc. The purpose is to clarify and make functional.

d. Is largely expository in nature. A large number are definitional. The material is quite evenly distributed and is generally easy to understand.

e. Consists of laboratory activities. Reading assignments are made frequently in texts and other materials. The writing style varies from second to third person and sometimes both forms are found in a single paragraph.

There's More to Math than Numbers: Reading the Mathematics Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Demonstrates a knowledge of suggested strategies for reading the mathematics textbook.	1. Reads Smith, "How to Read Mathematics," Be a Better Reader Book V, p. 155 (K-100), (C-200). 2. Reads Pauk, "How to Study Mathematics," How to Study in College, pp. 221-224 (K-100), (C-200).	1. Completes exercises in Smith, "Developing a Plan of Attack," Be a Better Reader Book V, pp. 155-157, with 80% accuracy.
2. Displays a thorough knowledge of Fay's study formula and its application to the solution of selected mathematics problems.	3. Reads Forgan and Mangrum, "SQRQCQ-Mathematics," Teaching Content Area Reading Skills, pp. 238-242 (K-100), (C-200), (AP-300).	2. Correctly applies SQRQCQ technique to the solution of three of four problems. These problems should be selected by the teacher and should be taken from mathematics textbooks which the students are using.
3. Utilizes techniques for determining the meaning of technical and specialized vocabulary in a mathematics textbook.	4. Reads Smith, "Studying the Derivation of Mathematical Terms and Meanings," "Increasing Your Mathematics Vocabulary," Be a Better Reader Book V, pp. 173-176 (K-100), (C-200), (AP-300).	3. Identifies and matches prefixes and root words with their definitions with 80% accuracy.

There's More to Math than Numbers:
Reading the Mathematics Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	5. Looks up in the dictionary the origin of commonly used terms in mathematics. (Words should be selected by student and teacher and should be taken from student's textbook.) Definitions are, then, shared with the class. (See "Information Section" for suggestions.)	
	6. Reads Robinson, "Mathematics Vocabulary," Teaching Reading and Study Strategies: The Content Areas, pp. 160-161 (K-100), (C-200).	
4. Demonstrates a thorough knowledge of patterns in mathematics materials.	7. Reads Robinson, "Patterns and Strategies," Teaching Reading and Study Strategies, pp. 169-184 (K-100), (C-200).	
4.1 Concept Development		4. Correctly identifies strategic steps in reading the concept development pattern. Level of accuracy required is 85%.

There's More to Math than Numbers: Reading the Mathematics Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
4.2 Principle Development		5. Correctly identifies five strategic steps in reading the principle-development pattern. Level of accuracy required is 85%.
4.3 Problem Solving		6. Correctly identifies seven strategic steps in reading the problem-solving pattern. Level of accuracy is 85%.
5. Recognizes and interprets mathematical symbols.	8. Reads Reiter, and Spache, "Reading Mathematics," *The Reading Line*, pp. 35-36 (C-200), (AP-300). 9. Substitutes the appropriate word for mathematics symbols. List is to be provided by teacher. See "Information Section" for suggestions (AP-300).	7. Demonstrates skill in identifying commonly used symbols with 85% accuracy.

There's More to Math than Numbers: Reading the Mathematics Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
6. Recognizes and interprets illustrative materials used in mathematics textbooks.	10. Reads Gilbert, "Reading Non-Prose Materials," *Breaking the Reading Barrier*, pp. 68-69 (K-100), (C-200).	8. Defines the following terms with 100% accuracy: a. graph b. table
	11. Brings in a line graph from a recent newspaper or magazine. Demonstrates method of reading the line graph (K-100), (C-200), (AP-300).	9. Discusses information in line graph, according to guidelines established in class.
	12. Brings in a road map. Selects two points (cities) and draws a line illustrating an airplane flight between them (K-100), (C-200).	10. Uses an appropriate mileage scale and accurate direction indicators to show route of plane from one city to another by the most direct route.

There's More to Math than Numbers:
Reading the Mathematics Textbook

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	13. Studies the listing of any team's individual member's performance in baseball, as presented on the sports page of a local newspaper, to determine batting average of the team members for the game listed. See "Information Section" for suggestions (C-200), (AP-300).	11. Correctly determines the batting average of seven of nine players on one team.

There's More to Math than Numbers: Reading the Mathematics Textbook

Post-assessment

1. Using the information given on applying the SQRQCQ study technique for mathematics, solve the following word problem. Explain each step.

   > Janice has $200.00 which she wishes to deposit in the bank to earn 8% interest biannually. She wishes to take a trip to San Francisco when she has the $368.00 for the fare. How long will it be before Janice will have enough money to take the trip?

2. Divide the following words into prefix and root and tell the meaning of each:

   a. trisect

   b. bisect

   c. triangle

   d. concurrent

   e. diagram

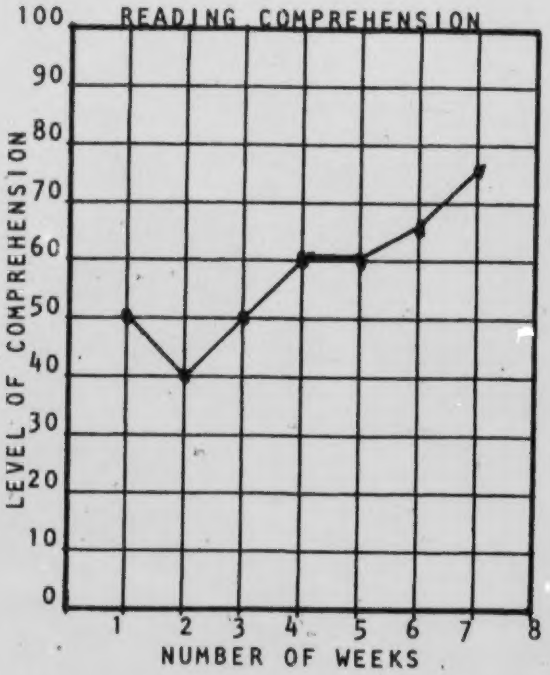
   f. diameter

   g. kilometer

There's More to Math than Numbers: Reading the Mathematics Textbook

Post-assessment (continued)

3. Interpret the information presented in the graph below. Tell what you know about (a) the type of graph it is; (b) what it depicts; (c) the individual whose progress is charted: What was the highest point? The lowest point? etc.



Post-assessment (continued)

4. Tell the meaning of the mathematics symbols listed below:

a. + ______________________________

b. ≠ ______________________________

c. > ______________________________

d. ≐ ______________________________

e. < ______________________________

5. The concept development pattern is found in many mathematics textbooks. Listed below are steps to be employed as a strategy for reading materials written in this pattern. Arrange these steps in logical order. You may use the letters.

_____ _____ _____ _____ _____

a. reads the explanatory information and graphics

b. rereads when necessary

c. reads the definition(s)

d. studies the heading

e. rereads the definition(s)

There's More to Math than Numbers: Reading the Mathematics Textbook

Post-assessment (continued)

6. The principle development pattern is found in many mathematics textbooks. Listed below are steps to be employed as a strategy for reading materials written in this pattern. Arrange these steps in logical order. You may use the letters.

_____ _____ _____ _____ _____

a. writes and/or draws as needed

b. reads illustrations and sample problems

c. reads the principle

d. studies the heading and introductory material

e. rereads the principle

7. The problem-solving pattern is found in many mathematics textbooks. Listed below are steps to be employed as a strategy for reading materials written in this pattern. Arrange these steps in logical order. You may use the letters.

_____ _____ _____ _____ _____

a. checks work

b. estimates answer

c. reads the problem thoroughly

d. makes plan of attack

e. asks, "What facts are given?"

f. rereads the problem asking, "What am I to find here?"

g. carries out the operations

There's More to Math than Numbers: Reading the Mathematics Textbook

Answer Keys

Pre-assessment

1. a, b, c

2. Tables

3. 1-e, 2-g, 3-a, 4-i, 5-h

4. trisect - to divide into three parts
   bisect - to divide into two parts
   concurrent - occurring at the same time
   diagram - to mark out by lines
   diameter - a chord passing through the center of a figure
   kilometer - a thousand measures

5. Survey
   Question
   Read
   Question
   Compute
   Question

6. a. Line graph
   b. Reading rate
   c. Progress of an individual's reading rate in nine weeks
   d. Week 1-100 WPM   Week 2-100 WPM
   Week 3-125 WPM   Week 4-150 WPM
   Week 5-155 WPM   Week 6-200 WPM
   Week 7-200 WPM   Week 8-225 WPM
   e. (1) twice (2) 2nd and 7th weeks

7. 1-c, 2-a, 3-b

There's More to Math than Numbers: Reading the Mathematics Textbook

Answer Keys (continued)

Post-assessment

1. 5 years and 3 months

2. a. tri/sect - to divide into three parts
   b. bi/sect - to divide into two parts
   c. tri/angle - having three sides
   d. con/current - occurring at the same time
   e. dia/gram - to mark out by lines
   f. dia/meter - a chord passing through the center of a figure
   g. kilo/meter - a thousand measures

3. a. Line graph
   b. Showing the progress in reading comprehension for eight weeks. Only seven weeks are marked on the graph.
   c. The comprehension score for the first week was 50%; during second week the score fell to 40%; up again to 50% in the third week. Continuous rise for the remainder of the weeks, except for a fifth-week leveling off at 60%. Highest point 75% in the seventh week; lowest point at 40% during the second week.

4. a. plus, more than
   b. not equal
   c. greater than
   d. approximately equal
   e. less than

5. d, c, e, a, b

6. d, c, e, b, a

7. c, f, e, d, b, g, a

There's More to Math than Numbers: Reading the Mathematics Textbook

Information Section

Suggested List: Derivations of Mathematical Terms

What are the origins of these terms?

1. bi sect
2. tri sect
3. circum ference
4. diameter
5. hexagon
6. triangle
7. con current
8. kilo meter
9. diagram
10. octagon
11. rectangle
12. The Metric System

There's More to Math than Numbers:
Reading the Mathematics Textbook

Information Section (continued)

Suggested List of Mathematical Symbols to Be Used with Learning Experience #9

1. = equals or is equal to
2. + add or plus
3. - subtract or minus
4. ≠ does not equal
5. ≐ equals approximately
6. X times or multiply
7. ÷ divide
8. > is greater than
9. < is less than

There's More to Math than Numbers: Reading the Mathematics Textbook

Information Section (continued)

SQRQCQ Study Technique for Mathematics

Survey: Read rapidly to determine intent.

Question: Determine what is being asked.

Read: Read for facts.

Question: Decide upon the processes to be used.

Compute: Do computation.

Question: Ask yourself, "Does the answer appear correct?"

There's More to Math than Numbers:
Reading the Mathematics Textbook

Information Section (continued)

General Principles Governing the Effective Examination of Illustrative Materials

1. Study the title carefully.
2. Determine what items, dates, places, persons, or accomplishments are being explained or compared.
3. Look for general trends.
4. Seek out the specific facts you need.
5. If a map, graph, or table accompanies an article, decide why it was included.

There's More to Math than Numbers:
Reading the Mathematics Textbook

Information Section (continued)

Suggested Strategies for Studying Three Patterns in Mathematics

I. Concept development

- A. Studies the heading.
- B. Reads the definition(s).
- C. Rereads the definition(s).
- D. Reads the explanatory information and graphics.
- E. Rereads when necessary.

II. Principle development

- A. Studies heading and introductory material.
- B. Reads the principle.
- C. Rereads the principle.
- D. Reads illustrations and sample problems.
- E. Rereads, computes, writes, and/or draws as needed.

III. Problem solving

- A. Reads the problem thoroughly, asking, "What am I to find here?"
- B. Rereads the problem, asking, "What am I to find here?"
- C. Asks, "What facts are given?"
- D. Makes plan of attack.
- E. Estimates the answer.
- F. Carries out the operations.
- G. Checks work.

There's More to Math than Numbers: Reading the Mathematics Textbook

Information Section (continued)

Computing Batting Averages for One Game (To be used with Learning Experience #13)

The Reds defeated the Braves on Wednesday (May 31, 1978) by a score of 10 to 4. It is possible to compute the batting averages for the evening of any member of either of these teams. Let us take the performance of Royster as an example. Royster plays second base (2b); he was at bat (ab) 4 times; he scored one run (r) had two hits (h) and batted in (bi) one run. In order to compute his average for the evening, one simply divides the number of hits (2) by the number of times at bat (4).

$$\begin{array}{r} .500 \\ 4\overline{)2.000} \\ \underline{20} \end{array}$$

Students should be encouraged to select other players and to compute their batting averages for this game.

Reds 10, Braves 4

Cincinnati

		ab	r	h	bi
Rose	3b	5	1	2	2
Knight	3b	0	0	0	0
Griffey	rf	5	1	0	0
Cncpcn	ss	5	1	1	0
Aurbch	ss	0	0	0	0
Foster	lf	5	2	2	3
Driessn	lb	3	2	1	0
Lum	cf	4	2	3	2

Atlanta

		ab	r	h	bi
Royster	2b	4	1	2	1
Asselstn	cf	3	0	0	1
Gilbrth	3b	1	0	0	0
Pocorob	c	4	1	2	2
Burrghs	lf	3	0	1	0
Mtthws	rf	4	0	1	0
Murphy	lb	4	0	0	0
Bonnell	cf	4	0	1	0

There's More to Math than Numbers: Reading the Mathematics Textbook

Information Section (continued)

Cincinnati

		ab	r	h	bi
Geronm	cf	0	0	0	0
Kenndy	2b	4	0	2	1
Werner	c	3	1	0	1
Seaver	p	3	0	2	1
DaClns	ph	1	0	0	0
Smnto	p	0	0	0	0

Atlanta

		ab	r	h	bi
Chaney	ss	4	1	2	0
Ruthven	p	0	0	0	0
Skok	p	1	1	1	0
Beall	ph	1	0	0	0
Devine	p	0	0	0	0
Solomon	p	0	0	0	0
Office	ph	1	0	0	0
Campbel	p	0	0	0	0
Nolan	ph	1	0	0	0

There's More to Math than Numbers: Reading the Mathematics Textbook

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CLUSTER E

DIGGING BENEATH THE SURFACE: CRITICAL READING

MODULE 1

Thinking Straight: Patterns of Clear Thinking

RATIONALE - As they are listed by Benjamin Bloom, the major categories of the cognitive domain range from knowledge to evaluation. Knowledge consists of remembering facts and recalling bits of concrete information. Evaluation, on the other hand, includes judging the accuracy of the material and reading critically in order to be sure that the author's ideas are logically sound.

Competent readers go beyond the knowledge level to the evaluation level. They read critically, and they think clearly in order to evaluate and assess what has been written.

OBJECTIVE - The student will demonstrate the ability to think and to read critically by exhibiting a series of skills which enable him to analyze, question, and evaluate what he reads.

Thinking Straight: Patterns of Clear Thinking

Pre-assessment

Part I

Instructions: Some of the following statements are the results of faulty reasoning. Check these statements, and identify the fallacy. If the reasoning is sound, leave the blank empty.

1. She goes to church every Sunday; she must be a devout Christian.

____

2. Ken studies four hours every night, and he makes the Dean's List; four hours a night is sufficient time for studying.

____

3. Alcohol is more harmful than tobacco because it hurts the human body more.

____

4. Commercials are written to influence the consumer.

____

5. Commercials are written to mislead the consumer.

____

6. If you had not walked in the rain yesterday you would not have a cold this morning.

____

7. Those middle-class, bourgeois bureaucrats don't care about poor people.

____

Thinking Straight: Patterns of Clear Thinking

Pre-assessment (continued)

Part 1

8. Most college freshmen have had four years of high school.

9. Sure, you want the parking lot banned for students; you don't own a car.

10. If you love me, you will do as I ask.

Thinking Straight: Patterns of Clear Thinking

Pre-assessment (continued)

Part II

Instructions: Match each term in Column A with its definition in Column B. Write the letters in the spaces provided.

COLUMN A

1. hypothesis _____
2. stereotyping_____
3. major premise_____
4. post hoc _____
5. false analogy _____
6. deduction _____
7. induction _____
8. begging the question _____
9. syllogism _____
10. statistical fallacy _____

COLUMN B

A. A statement for which there is evidence of a high degree of probability
B. The first statement of a syllogism
C. Generalizing from an insufficient sample
D. An argument which seeks to prove a point by restating the point
E. An unproved theory which is tentatively accepted to provide the basis for further argument
F. The quality in a statement whose premises are accepted as true
G. Using what one has seen to draw conclusions about other similar things which one has not seen.
H. A comparison which uses non-existent similarities between the objects which are being compared
I. The quality in a statement whose premises are actually true.
J. The classic method of analyzing a process of deductive reasoning
K. A fallacy which attempts to convince one that there are only two possible alternatives to choose from

Thinking Straight: Patterns of Clear Thinking

Pre-assessment (continued)

Part II

COLUMN A

11. semantic argument ______

12. either-or ______

COLUMN B

L. An argument in which a participant resorts to emotive language for lack of good points

M. The use of numbers to distort conclusions

N. A form of reasoning which moves from a general statement to a specific instance

O. Insisting that there is a causal relationship between two events simply because one preceded the other

Thinking Straight: Patterns of Clear Thinking

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Displays an understanding of the kinds of reasoning which lead to patterns of clear thinking.		
1.1 Defines terms: a. Inductive reasoning b. Deductive reasoning	1. Reads Beardsley, "Induction and Deduction," Thinking Straight, pp. 38-39 (K-100), (AP-300).	1. Completes the Check-up Quiz, Beardsley, Thinking Straight, pp. 38-39, with 80% accuracy.
1.2 Shows an understanding of syllogistic arguments and syllogistic form.	2. Reads Beardsley, "Syllogistic Arguments," Thinking Straight, pp. 69-87 (K-200), (AN-400).	2. Completes Exercise 7, Beardsley, "Induction and Deduction," Thinking Straight, pp. 92-94, with 80% accuracy.
	3. Reads Wittig, "Conceptual Structures in Written Argument," The Participating Reader, pp. 254-258 (K-100), (C-200).	3. Completes Exercise 1, Altick, "Inductive Reasoning," Preface to Critical Reading, pp. 133-135, with 80% accuracy.
		4. Completes Exercise 7, Altick, "Deductive Reasoning," Preface to Critical Reading, pp. 147-149, with 80% accuracy.

Thinking Straight: Patterns of Clear Thinking

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
2. Recognizes and defines fallacies in logic.		
2.1 Defines terms: a. Either-Or b. Post Hoc . . . c. Hasty Generalization d. Ignoring the Question e. Ad Hominem f. Semantic Argument g. Statistical Fallacy	4. Reads Hess, "The Either/Or Argument," Developing Reading Efficiency, pp. 113-114 (K-100). 5. Reads McDonald, "Introduction," Controversy Logic in Writing and Reading, pp. 1-28 (K-100), (AP-300).	5. Answers questions in Sets 1 and 2, Blake, "Finding Faulty Reasoning," College Reading Skills, pp. 126-128, with 80% accuracy.
3. Exhibits knowledge of the different names which are given to the types of fallacies in logic.	6. Studies "Information Section" for this module and participates in teacher-led discussion of it (K-100), (C-200).	6. Orally supplies names for other fallacies when quizzed by teacher. Level of mastery to be accepted is 80%.

Thinking Straight: Patterns of Clear Thinking

Post-assessment

Part I

Instructions: Read the following statements. If the reasoning is faulty, place an X in the blank which precedes the statement. If the reasoning is sound, place a +:

______1. People from Latin American countries are romantic.
______2. The quarterback of the Miami Dolphins eats Corn Bits; they must be nutritious.
______3. If you had not skipped breakfast this morning, you would not have mid-morning let-down.
______4. Ginny has lost weight because she stopped over-eating.
______5. Ginny has lost weight because she had an unhappy love affair.
______6. Our streets will be littered; crime statistics will rise; fear will stalk us daily if we allow low-rent housing to be built in our community.
______7. "Yes, officer, I was speeding, but it is sneaky and mean of you to hide behind that billboard. Where were you when someone snatched my purse last week?"
______8. The Swiss are a very reserved people.
______9. The country is being taken over by left-wing radicals and far-out liberals.
______10. Even a child knows that sugar-free gum is better than gum with sugar.

Thinking Straight: Patterns of Clear Thinking

Post-assessment (continued)

Part II

Instructions: Match each statement in Column A with the term which fits it in Column B. Write the letters in the spaces provided.

COLUMN A	COLUMN B
1. induction _____	A. You cannot open the window because you are unable to unlock it.
2. deduction_____	B. All of the soap which I have seen melts; therefore, I believe that all soap melts.
3. argument in a circle _____	C. The oblong which you are holding will melt; therefore, I believe that it is a bar of soap.
4. semantic arguments _____	D. The average college student has an income of $8,000.
5. post hoc _____	E. Japanese women have very short feet.
	F. Leaving the window opened made the lightning strike the table.
	G. Long-haired teen-agers who ride loud, noisy motor bikes are causing all of the trouble in our cities.

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Thinking Straight: Patterns of Clear Thinking

Post-assessment (continued)

Part III

Instructions: Below are five types of fallacies which occur in logic. Give a definition and an example of each.

1. Argument in a circle: ____________________

____

2. Emotive Language: ____________________

____

3. Hasty-generalization: ____________________

____

____

4. Post hoc ergo propter hoc: ____________________

____

____

5. Argumentum ad Hominem: ____________________

____

____

Thinking Straight: Patterns of Clear Thinking

Answer Keys

Pre-assessment

Part I

The following items contain faulty reasoning: 1, 2, 3, 5, 6, 7, 9, 10.

1. The conclusion is not supported by the information which is given; all people who attend church are not devout Christians.
2. Post Hoc - There is probably more involved in Ken's good grades than his studying for four hours each night.
3. Argument in a circle - The second part of the statement simply repeats the first part.
4. Correct
5. Over-generalization - Some commercials really inform consumers of new or improved products.
6. Post Hoc - There may be other reasons for the person's having the cold.
7. Semantic Argument - Emotive words are used rather than sound reasoning.
8. Correct
9. Argumentum ad Hominem - The person is being attacked rather than the issue.
10. Either-or - It is possible to love someone without complying with that person's every request.

Thinking Straight: Patterns of Clear Thinking

Answer Keys (continued)

Part II

1-E, 2-C, 3-B, 4-O, 5-H, 6-N, 7-G, 8-D, 9-J, 10-M, 11-L, 12-K

Post-assessment

Part I

The following statements have faulty reasoning:

1, 2, 3, 5, 6, 7, 8, 9, 10

Part II

1-B, 2-C, 3-A, 4-G, 5-F

Part III

Note: Answers will vary. See "Information Section" for an example.

1. Argument in a circle: an attempt to prove a statement by simply repeating the statement.
2. Emotive Language: a tactic one may use when one does not have good arguments to support one's contention and, therefore, seeks to convince by appealing to the emotions.

Thinking Straight: Patterns of Clear Thinking

Answer Keys (continued)

Part III

3. Hasty-generalization: a general statement about the distribution of some characteristics among certain groups of people.

4. Post hoc ergo propter hoc: an attempt to attribute certain events to other events which have preceded them. There may be no connection between the two happenings.

5. Argumentum ad Hominem: an attempt to refute a statement by proving that the person who makes the statement is speaking from a biased point of view.

Thinking Straight: Patterns of Clear Thinking

Information Section

The fallacies which occur in logic are given many different names. It is important that the student recognize the fallacy even if she/he is not able to label it. This "Information Section" gives descriptions and examples of some of the fallacies which occur most frequently and some of the names which the student may encounter in every-day life.

Over-generalization, Hasty-generalization: A general statement about the distribution of some characteristics among certain groups of people.

Example: All American whites who travel abroad are too generous and naive.

Argument by Authority, Testimonial: Testimony given by a person who is not qualified to give an authoritative statement or who has a definite bias on the subject.

Example: "Atlanta is the most progressive city in the United States."
Chamber of Commerce

Circular Reasoning, Begging the Question, Argument in a Circle: Known by all three labels, this fallacy occurs when someone attempts to prove a statement by simply repeating the statement.

Example: You must study in order to get a good education because one cannot get a good education without studying.

Thinking Straight: Patterns of Clear Thinking

Information Section (continued)

Post hoc ergo propter hoc, False Sequence, Far-fetched Hypothesis: This fallacy simply attributes certain events to other events which have preceded them. There may be no connection between the two happenings. Many superstitions originated from this fallacy, which translated means: "After this--therefore, because of this."

Example: He owns a car. He failed two courses. Owning a car caused his failure.

Argumentum ad Hominen, Attacking the person rather than the issue: This fallacy seeks to refute a statement by proving that the person who makes the statement is speaking from a biased point of view.

Example: "You favor tax credits for parents with children in college because you have three children of college age."

Emotive Language, Semantic Language: The person who resorts to this fallacy usually does not have any good arguments to support his contention. He, therefore, seeks to convince by appealing to the emotions.

Example: "These far-right Birchers are using Nazi tactics to turn this country into an armed camp."

Thinking Straight: Patterns of Clear Thinking

Information Section (continued)

Either-Or, False Dilemma: A fallacy which would have the reader or listener to believe that there are only two possible solutions to a problem.

Example: "Would you rather go to college or be a complete failure?"

Red Herring, Distraction: Turning the argument away from the issue by injecting an emotional device and inserting irrelevancies.

Example: "I know that my paper is not well-written, but you never call on me in class. I raise my hand and you just look right through me."

Other authors may use other names for fallacies; nevertheless, a thorough knowledge of the fallacies and of what they seek to do will enable the student to recognize them.

Thinking Straight: Patterns of Clear Thinking

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CLUSTER E

DIGGING BENEATH THE SURFACE: CRITICAL READING

MODULE 2

Look Before You Leap: Critical Thinking

RATIONALE - Critical evaluation is the highest level of comprehension that can be attained. One must first be able to think critically in order to read and listen critically. Critical evaluation involves analyzing, questioning and evaluating what one reads and hears against certain established standards, and accepting or rejecting materials, depending on their worth and/or validity.

The purpose of this module is to give the student background information relative to critical reading skills and practice in application of learned skills to various types of materials, such as reports, speeches, arguments, advertisements, editorials and essays. This emphasis on scrutinizing what one reads and hears, and being skeptical of its quality, will aid the student in becoming a more proficient and analytical reader.

OBJECTIVE - The student will recognize the broad concepts inherent in critical reading.

Look Before You Leap: Critical Thinking

Pre-assessment

Part I

Instructions: If the statement expresses a fact, place an "F" in the blank; if the statement expresses an opinion, place an "O" in the blank.

_____1. Women drivers have more wrecks than men drivers.
_____2. An apple a day keeps the doctor away.
_____3. The appropriate time to serve dinner is 2:00p.m.
_____4. There are sixty seconds in a minute.
_____5. Paper is made from wood.
_____6. Cigarette advertisements have been banned from American television.
_____7. A long distance call is the next best thing to being with the one you love.
_____8. A work day begins at 8:00a.m.
_____9. Dogs and cats are natural enemies.
_____10. All men are created equal.

Part II

Instructions: Complete the following statements by reading between the lines and drawing inferences from what you know.

1. We may infer from the large diamond ring that the lady wore on the ring finger of her left hand that she is probably_______________________________
2. We may infer from the loud cheers which are coming from the stadium that the home team is _______________________________
3. We may infer from the line of slowly moving cars with burning headlights that _______________________________

Pre-assessment (continued)

Part II

4. We may infer from the black clouds, the rumble of the thunder, and the flashes of lightning that ______________________________
5. We may infer from the accumulation of daily newspapers and the unkempt lawn that ______________________________

Part III

Instructions: Read this short story; then answer the questions which follow.

The Babysitter

There are many misused words in the English language. Perhaps one of the most misused is the word "babysitter." Whatever made anyone decide that it is possible to sit while taking care of children?

In the first place, the little cherubs seem to get great pleasure out of thinking up ways to keep anyone from sitting. Let me describe a typical evening with two of my charges and, in so doing, make some suggestions that should be helpful to you.

First of all, when the phone rings and you discover that it is Mrs. X wanting you to come over for the evening (Note that I studiously avoid the use of the word "sit."), don't appear too eager. Never mind that you need the $3.00 an hour to make a last payment on that sweater that you put in the lay-away last month. Just be cool, and say, "Well, I'll see if I can make it. I'll call you back." Three minutes later, rush back to the phone and tell her that you will be there. Don't wait any longer; she may call someone else!

Look Before You Leap: Critical Thinking

Pre-assessment (continued)

Part III

When you are dressing to go, be sure to put padding around your shins and ankles; little Billy X thinks that he is practicing to kick conversion points for the Dallas Cowboys, and he sometimes can't find his football. Also, wear drip dry, fast-drying clothing. Some logical-minded, clear-thinking relative gave little Billy a water gun.

Mrs. X always leaves good snacks; you know the old saying about silver linings. But be careful! It is absolutely necessary that you not let Billy know what you prefer. The last time that I was there, Mrs. X had left a slice of lemon meringue pie, the only slice left from the day's dinner. (I have my ideas about who ate most of it.) She had left also two bananas and one slice of German chocolate cake. Now, if there is anything that I like better than I do MaryLou McKissick's big, soulful, brown eyes, it is German chocolate cake. Nita, Billy's younger sister, is a caramel-colored angel. She eats whatever I give her, plays with her coloring book,and has to be told to go to bed only around five times. Nita took one of the bananas and ate it while she watched the Muppets.

Billy, on the other hand, used his antennae to help him conclude that I wanted the cake. He sent up a howl. "yah! yah! I don't want the pie. I don't want the banana. I want the cake. yah! yah!"

"Billy," I said, "let's compromise. Let's divide the cake, share and share alike."

"Yah! ya-a O.K.," he replied reluctantly.

Taking a knife, I cut the cake evenly and ate one half of it.

Look Before You Leap: Critical Thinking

Pre-assessment (continued)

Part III

"Yah! yah! yah!" screamed Billy.

"What's the matter, now?" I asked, puzzled.

"You ate the piece I wanted," bawled Billy. "Yah! yah!"

You have probably concluded by now that there is a very good reason why I have decided that when MaryLou and I are married, all of our children will be girls. It occurs to me that this might not be good for the future of human-kind if everyone adopts this attitude. But, there must be lots of people who have more patience, stronger shins, and more adaptable appetites than I have.

Let them have the boys.

Questions

Instructions: Based on your understanding of the story, answer the following questions:

1. What is the probable age of the author?
2. To what audience is he writing?
3. What are his purposes for writing?
4. What is the tone of the story?
5. If one reads the story literally, what is the author's attitude toward children?
6. Toward which sex is he biased?
7. What do you think are his true feelings toward Billy and Nita?

Look Before You Leap: Critical Thinking

Pre-assessment (continued)

Part III

Questions

8. Does he make his suggestions to other babysitters seriously?__________________
9. Can you determine his attitude toward parenthood from reading his story?__________
10. In your opinion, how do Billy and Nita feel toward the sitter?
____

Look Before You Leap: Critical Thinking

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Knows how to use printed materials to determine the author's qualifications for writing on a given subject.	1. Uses biographical data where available in textbooks (K-100). 2. Examines biographical sources, such as Who's Who and The Dictionary of American Biography, to find information on an author's background (K-100).	1. Correctly identifies sources where background information may be found on the author's qualifications and reliability of his writings. Level of mastery required is 80%.
2. Demonstrates the ability to distinguish fact from opinion. 2.1 Defines terms: a. Fact b. Opinion	3. Reads the following: a. Hess, Shafer, and Morreau, "Facts," Developing Reading Efficiency, pp. 116-117 (K-100), (C-200). b. Adams and Spira, "Recognizing Fact and Opinion," Reading Beyond Words, p. 93 (K-100), (C-200). c. Hess, Shafer, and Morreau, "Opinions," Developing Reading Efficiency, pp. 125-126 (K-100), (C-200).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	d. Brown, Adams, and Rogers, "Fact, Interpretation, and Opinion," A Dynamic Approach to College Reading: How to Read the Social Sciences, pp. 91-97 (K-100), (C-200). e. Adams, "Distinguishing Fact from Opinion," Developing Reading Versatility, p. 178 (K-100), (C-200). 4. Views Critical Thinking: Making Sure of Facts, Coronet Films (K-100), (C-200).	
2.2 Recognizes statements of fact and opinion in written material.	5. Reads and completes: a. Niles, "Facts and Opinions," Tactics in Reading III, pp. 13-17 (K-100), (C-200).	2. Completes exercises in Niles, "Facts and Opinions," Tactics in Reading III. Level of accuracy required is 80%.

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	b. Smith, Be A Better Reader Book III, p. 55 (C-200), (AP-300), (AN-400).	
	6. Completes: a. Adams and Spira, "Practices 1,2," Reading Beyond Words, pp. 93-94 (C-200), (AP-300), (AN-400).	
	b. Adams, "Fact-Finding," Developing Reading Versatility, pp. 179-183 (C-200), (AP-300), (AN-400).	
	c. Adams, "Reading Opinions of Others," Developing Reading Versatility, pp. 185-194 (C-200), (AP-300), (AN-400).	3. Completes Norman and Norman, "Fact or Opinion?" How to Read and Study for Success in College, p. 306, with 80% accuracy.

Look Before You Leap: Critical Thinking

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
3. Demonstrates the ability to recognize the author's intent, attitude or bias, i.e., to persuade, to entertain or amuse, to satirize or ridicule, to inform or be serious, etc.	7. Reads Adams, "Recognizing Intent, Attitude, and Bias," Developing Reading Versatility, p. 195 (C-200).	
	8. Reads and completes: a. Hess, Shafer, and Morreau, Developing Reading Efficiency, pp. 63-75 (C-200), (AP-300), (AN-400), (E-600). (1) "Purpose-To Inform," pp. 63-67. (2) "Purpose-To Instruct," pp. 67-71. (3) "Purpose-To Persuade," pp. 71-75. b. Hess, Shafer, and Morreau, "Biased Presentation of Subject," Developing Reading Efficiency, pp. 105-108 (C-200), (AP-300), (AN-400), (E-600).	4. Completes Adams, Developing Reading Versatility, pp. 198-199, 210-213, with 80% accuracy.

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	c. Hess, Shafer, and Morreau, Developing Reading Efficiency, pp. 81-92 (C-200), (AP-300), (AN-400), (E-600). (1) "'Pure' Information and Persuasion," pp. 81-86. (2) "Author's Purpose: Subject and Thesis," pp. 86-92.	5. Completes Adams, Developing Reading Versatility, pp. 203-206, with 80% accuracy.
	9. Reads Pauk, Perceiving the Author's Intent: What Is the Author's Real Message?(A Skill at a Time Series), pp. 9-11 (C-200), (AP-300), (AN-400), (E-600).	6. Completes ten exercises from Pauk, Perceiving the Author's Intent: What Is the Author's Real Message? (A Skill at a Time Series), with 80% accuracy.

Look Before You Leap: Critical Thinking

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	10. Reads Adams, "Recognizing Biased Material," *Developing Reading Versatility*, p. 207 (C-200), (AP-300), (AN-400), (S-500), (E-600).	
	11. Completes Glock, et al., "Tone and Intent," *Probe Two*, pp. 35-36 (C-200), (AP-300), (AN-400), (S-500), (E-600).	
4. Displays skill in making inferences based on information provided by the author.	12. Reads Adams, "Recognizing Tone and Inferences," *Developing Reading Versatility*, p. 219 (C-200), (AN-400).	
	13. Completes Adams, "Recognizing Inferences," *Developing Reading Versatility*, p. 233 (C-200), (AP-300), (AN-400).	
	14. Reads Pauk, *Reading Between the Lines: Drawing Correct Inferences* (A Skill at a Time Series), pp. 9-11 (C-200), (AN-400).	7. Completes ten exercises from Pauk, *Reading Between the Lines: Drawing Correct Inferences* (A Skill at a Time Series), with 80% accuracy.

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	15. Reads Austin, et al., "Inferences," College Reading Skills, p. 86 (C-200).	
	16. Reads and completes Adams and Spira, "Recognizing Inferences," Reading Beyond Words, pp. 94-97 (C-200), (AP-300), (AN-400), (S-500), (E-600).	
	17. Listens to "Reading and Listening Between the Lines," Listen and Read, M-P 21 (C-200), (AN-400).	
	18. Completes Gilbert, "Thinking and Drawing Inferences," Breaking the Reading Barrier, pp. 152-154 (C-200), (AP-300), (AN-400).	8. Completes Gilbert, "Thinking and Drawing Inferences," Breaking the Reading Barrier, pp. 173-175, with 80% accuracy.

Look Before You Leap: Critical Thinking

Post-assessment

Part I

Instructions: After you have read the following selection carefully, read the statements which follow it. After each statement, write:
Yes-if there is evidence in the selection indicating that the statement is probably true.
No -if there is evidence in the selection indicating that the statement is probably not true.
Can't tell- if there is nothing in the selection to tell you whether the statement is true or untrue.

A few days ago at the gas station, I saw a new gas pump open up. Leaving the pump where I was, I drove my car to the new pump. To my dismay there was trouble.

"I'll never apologize," I told the attendant. He had given no indication that he did not know how to operate the pump; therefore, I didn't feel that it was fair.

I didn't laugh when I couldn't get back to my old pump. I told the attendant, I would have his job taken for this. I've done it before.

Inferences:

1. The driver of the car is probably female.____________________
2. The driver has a desirable attitude.____________________
3. The driver often reports attendants to proprietors.____________________
4. The driver eventually had his/her car serviced.____________________
5. The attendant and the driver had a disagreement.____________________

Look Before You Leap: Critical Thinking

Post-assessment (continued)

Part II

Instructions: List at least five inferences that may be drawn from the story below.

When I left church, I went to see one of my church members. I had to climb five flights of stairs. I made several observations. Mrs. Jones was in bed. On the back of the door, I noticed a rusty nail. On the nail hung Mrs. Jones's entire wardrobe. A nook in the small bathroom served as the kitchen.

1. ____________________

2. ____________________

3. ____________________

4. ____________________

5. ____________________

Part III

Instructions: Write four statements of fact and four of opinion and defend each.

Fact

1. ____________________

____

Look Before You Leap: Critical Thinking

Post-assessment (continued)

Part III

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

Opinion

1. ______________________________

____

2. ______________________________

____

3. ______________________________

____

4. ______________________________

____

Look Before You Leap: Critical Thinking

Post-assessment (continued)

Part IV

Instructions: See "Pre-assessment," Part III.

Look Before You Leap: Critical Thinking

Answer Keys

Pre-assessment

Part I

1-0, 2-0, 3-0, 4-F, 5-F, 6-F, 7-0, 8-0, 9-0, 10-0

Part II

These are suggested answers. Answer may vary.

1. engaged, married, wealthy
2. winning
3. cars are part of a funeral procession
4. a thunderstorm is in progress.
5. the owner is away

Part III

1. Teenager
2. Babysitters
3. To amuse
4. Satirical
5. Author wishes to have children of his own, but he plans to have only girls.
6. Male
7. Answers will vary.
8. No
9. Answers will vary.
10. Cannot tell.

Look Before You Leap: Critical Thinking

Answer Keys (continued)

Post-assessment

Part I

1. can't tell
2. no
3. yes
4. can't tell
5. yes

Part II

These are suggested answers. Answers may vary.

1. Mrs. Jones was poor.
2. She was ill.
3. She lived in a one room apartment.
4. She had very few clothes.
5. She did not have a closet.

Part III

Answers will vary.

Look Before You Leap: Critical Thinking

Answer Keys (continued)

Post-assessment

Part IV

1. Teenager
2. Babysitters
3. To amuse
4. Satirical
5. Author wishes to have children of his own, but he plans to have only girls.
6. Male
7. Answers will vary.
8. No
9. Answers will vary.
10. Cannot tell.

Look Before You Leap: Critical Thinking

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Look Before You Leap: Critical Thinking

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Smith, Nila B. *Be a Better Reader Book III*. Englewood Cliffs: Prentice-Hall, Inc., 1970.

Tapes and Films

Critical Thinking: Making Sure of Facts. Chicago: Coronet Films, 1971.

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CLUSTER E

DIGGING BENEATH THE SURFACE: CRITICAL READING

MODULE 3

Be Not Deceived: Recognizing Various Propaganda Techniques

RATIONALE - In today's world there is a continuing need for informed, educated citizens. Democracy cannot flourish or survive if the people do not read and listen carefully and critically. Politicians, advertisers, demagogues, and many others seek to persuade the voter and the buyer.

Efficient readers must be able to recognize propaganda. They must be cognizant that, although all propaganda is not bad, much of what they read and hear can be harmful, if they do not recognize it for what it is.

OBJECTIVE - The student will demonstrate the ability to detect propaganda techniques and identify their use in selected everyday situations.

Be Not Deceived: Recognizing Various Propaganda Techniques

Pre-assessment

Part I

Instructions: Write short answer responses to the following questions:

1. Give two definitions of propaganda.

2. What are three characteristics of propaganda?

Be Not Deceived: Recognizing Various Propaganda Techniques

Pre-assessment (continued)

Part II

Instructions: Place the letter, indicating the propaganda device or technique, in the proper blank beside the number of the example which it accompanies.

A. Name Calling
B. Glittering Generalities
C. Transfer
D. Testimonial

E. Plain Folks
F. Card Stacking
G. Band Wagon

____1. Making good coffee is not a matter of money. It's a matter of freshness. That's something everyone can afford and everyone wants in his or her morning coffee. Try "Black and Rich" coffee. Everybody's drinking it.

____2. Are you still using that messy cream stuff under your arms? That little squirt stuff? Don't you know better? Make the dress test and you'll change to "Super Dri."

____3. It's "Gleam and Dream," a completely new shampoo . . . actually washes shine and style-ability into your hair with FIVE SPECIAL fragrant conditioners. It gives your hair baby softness. That's the American way to do it.

____4. I use "Float" when I want a lift in life. Don't you wish everyone did?

____5. My name is J. O. Timson, and I'm renting a car from Mertz. If you want to be a superstar, rent a Mertz-Rent-a-Car, the superstar of rental cars.

Be Not Deceived: Recognizing Various Propaganda Techniques

Pre-assessment (continued)

____6. Ike is just like you and me. He still washes his own car and cuts his own grass.

____7. We must have the courage of Jefferson and Washington. We must vote "no" on this bill!

____8. I still make my cornbread from scratch. We like it that way.

Be Not Deceived: Recognizing Various Propaganda Techniques

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Defines propaganda	1. Studies nandout on "Defining Propaganda" and "Recognizing Propaganda." See "Information Section" of this module (K-100), (C-200).	
	2. Reads Smith, "How to Read Propaganda," *Be a Better Reader Book VI*, pp. 149-152 (K-100), (C-200).	1. Completes exercises in Smith, "How to Read Propaganda," *Be a Better Reader Book VI*, pp. 152-158, with 80% accuracy.
2. Recognizes the following propaganda devices: 2.1 Testimonial 2.2 Plain Folks 2.3 Transfer 2.4 Card Stacking 2.5 Name Calling 2.6 Band Wagon 2.7 Glittering Generalities	3. Reads Decker, "How to Detect Propaganda," *Return to Reading*, pp. 7-15 (K-100), (C-200), (AP-300). 4. Reads Altick, "Propaganda," *Preface to Critical Reading*, pp. 150-168 (K-100), (AP-300).	2. Makes comparison of three definitions of propaganda and identifies *three* characteristics common to each.

Be Not Deceived: Recognizing Various Propaganda Techniques

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	5. Compiles a list of verbal advertisements from radio and television to which the seven propaganda techniques apply (AP-300).	3. Compiles a notebook of three pictorial examples of each propaganda technique.
	6. Views film *How to Read Newspapers* (K-100).	
	7. Reads Stroud, et al., "To Which of Your Needs Is This Appeal Made?" *Improving Reading Ability*, pp. 163-170 (K-100), (AP-300), (AN-400).	4. Produces original advertisements for make-believe products, using a minimum of five propaganda techniques.
	8. Listens to tape "Time Out for Propaganda," *Tapes Unlimited* (K-100), (C-200).	

Be Not Deceived: Recognizing Various Propaganda Techniques

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	9. Reads and completes the following:	
	a. Norman and Norman, "Reading Critically, Reading Creatively, Skill Section," *How to Read and Study for Success in College*, pp. 300-302 (K-100), (C-200).	5. Completes Norman and Norman, "Comprehension and Vocabulary Check," *How to Read and Study for Success in College*, pp. 298-299, with 80% accuracy.
	b. Smith, "Recognizing Propaganda," *Be a Better Reader Book V*, pp. 77-83 (C-200), (AP-300).	
	c. Smith, "How to Read Propaganda," *Be a Better Reader Book VI*, pp. 149-158 (K-100), (C-200), (AP-300).	

Be Not Deceived: Recognizing Various Propaganda Techniques

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	d. Gilbert, "Reading Between the Lines for Propaganda," *Power and Speed in Reading*, pp. 149-151 (C-200), (AP-300), (AN-400).	
	e. Wiener and Bazerman, "Techniques That Twist the Truth," *Reading Skills Handbook*, pp. 145-146 (C-200), (AP-300).	
		6. Listens to tape and completes exercises "Power of Persuasion," M-P 22, *Listen and Read*. Level of accuracy required is 80%.
	f. Decker, "How to Detect Propaganda," *Return to Reading*, pp. 7-15 (C-200), (AP-300).	
	g. Adams and Spira, "Detecting Advertising Techniques," *Reading Beyond Words*, pp. 146-181 (C-200), (AP-300), (AN-400).	

Be Not Deceived: Recognizing Various Propaganda Techniques

Post-assessment

Part I

Instructions: Identify the following propaganda techniques.

1. A technique which appeals to our negative feelings is ______________________________.

2. A technique which uses "emotion packed" words, but appeals to our positive feelings about them is called ________________ ______________________________.

3. A technique by which the propagandist carries over the authority, sanction, and prestige of something we respect and revere to something he wants us to respect and revere is ______________________________.

4. A technique used by politicians, labor leaders, businessmen, and others to win our confidence by appearing to be people like ourselves is ______________________.

5. A technique to make us follow the crowd is ______________________________.

Be Not Deceived: Recognizing Various Propaganda Techniques

Post-assessment (continued)

Part II

Instructions: Read the statements below and indicate whether they are true or false based on information given in class. Place T for true; place F for false.

1. _____Appeals for such organizations as United Negro College Fund, the Cancer Society and the March of Dimes cannot be classified as propaganda.

2. _____Rockefeller is reported to have said that Jackson has a Communist working in his political campaign. This kind of remark may be classified as name calling.

3. _____The purpose of the propagandist is not only to influence one's thinking but also to change one's behavior.

4. _____When Carter used the term "Ethnic Purity" in his campaign speech in Indiana, his opponents seized upon it and "stacked-the cards" against him.

5. _____Eight of the thirteen Morehouse men inducted into Phi Beta Kappa recently are good readers, serious-minded students, intellectual giants who took the Reading Course as freshmen. This may be classified as name calling.

6. _____Joe Namath's famous panty-hose advertisement may be classified as transfer.

7. _____Such terms as rabble-rouser, un-American, subversive, outsider, radical, bigot, racist are examples of name calling.

8. _____Glittering generalities rely on favorable or agreeable connotations of words.

Be Not Deceived: Recognizing Various Propaganda Techniques

Post-assessment (continued)

9._____An actor, who is a master of his art, praises a brard of whiskey, after-shave lotion, or men's cologne. This is an example of the band wagon technique.

10._____The critical thinker and reader must ever be alert to efforts of speakers and writers to deceive and mislead.

Be Not Deceived: Recognizing Various Propaganda Techniques

Answer Keys

Pre-assessment

Part I

1. a. Propaganda is the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person.

   b. Propaganda is the spreading of information for the purpose of helping or injuring the sales and/or use of a commodity or product.

2. a. Propaganda attempts to influence people's behavior.

   b. Propaganda uses symbols.

   c. Propaganda makes a deliberate attempt.

   NOTE: Responses will vary, but those which capture the spirit of the above should be accepted.

Part II

1. G
2. A
3. B
4. D
5. D
6. E
7. C
8. E

Be Not Deceived: Recognizing Various Propaganda Techniques

Answer Keys (continued)

Post-assessment

Part I

1. Name Calling
2. Glittering Generalities
3. Transfer
4. Plain Folks
5. Band Wagon

Part II

1. T
2. F
3. T
4. T
5. F
6. T
7. T
8. T
9. F
10. T

Be Not Deceived: Recognizing Various Propaganda Techniques

Information Section

Part I: Defining Propaganda

Propaganda may be defined in different ways, but it always has certain identifiable characteristics. For example, one basic reference defines propaganda as "the spreading of ideas, information, or rumor for the purpose of helping or injuring an institution, a cause, or a person." Another basic reference defines propaganda as "ideas, facts, or allegations spread deliberately to further one's cause or to damage an opposing cause; also: a public action having such an effect." And still another reference describes propaganda as "the spreading of information for the purpose of helping or injuring the sale and/or use of a commodity or product."

While the references differ in their definitions, they obviously agree that the certain identifiable characteristics of propaganda are: (1) it uses symbols; (2) it attempts to influence the thinking and behavior of others; and (3) the attempt is a deliberate one.

Part II: How to Recognize Propaganda Techniques

Propaganda is widely used in our society to influence the thinking and the behavior of others. Sometimes it aims to influence social behavior, as when we are told for whom to vote or which issue to vote against. At other times it aims to influence financial behavior or thinking, as when we are told to prefer one product over another.

Whether propaganda is aimed at influencing our financial or our social behavior and thinking, its presence can be seen and heard everywhere: in newspapers and magazines, on billboards and posters, on television and radio. We cannot perform either the simple act of buying chewing gum or the complex act of amending the Constitution without having to contend with propaganda.

Be Not Deceived: Recognizing Various Propaganda Techniques

Information Section (continued)

However, our ability to make intelligent decisions can be enhanced when we are able to recognize the following common propaganda techniques:

Name Calling
Glittering Generalities
Transfer
Testimonial
Plain Folks
Card Stacking
Band Wagon

Name calling is a technique which uses "emotion-packed" words to sway opinion. This technique is characterized by the use of words which appeal to negative feelings. "The Mayor is a snake in the grass; he has a yellow streak a mile wide. But, of course, what else can you expect from a garlic-eating dove?"

Glittering generalities is also a technique which uses "emotion-packed" words to sway opinion. However, unlike name calling, glittering generalities is a technique which is characterized by the use of words which appeal to positive feelings. An example of glittering generalities is: "Edward Grooms is a fun-loving citizen, but he believes in law and order. Any loyal citizen would."

Transfer is a technique which aims at having the viewer or listener associate his feeling for one object with his feeling for another. For example, "Mary is a simple, country girl." Here, it is hoped that the receivers will associate all of the good feelings they hold about green grass, fresh air, and the simple life with Mary. Another example is this: "He belongs to the party of Lincoln."

Be Not Deceived: Recognizing Various Propaganda Techniques

Information Section (continued)

Testimonials attempt to persuade the reader or the listener to take some course of action by having famous or well-known individuals endorse the person, the commodity, or the course of action. For example, a famous movie star may say, "All of my men wear 'Henglish Wather' or nothing." Sometimes actors are used to portray the authority figure, such as a mother, a doctor, a dancer, etc. This is a mock testimonial. The following is an example of this: "Research shows that 'Bland Aspirins' do not upset your stomach," says a distinguished-looking man in a cozy office.

Plain folks is a technique which strives to appeal to the masses by extolling the virtues of the ordinary in order to win their confidence. A good example of this technique is: "Liz loves nothing more than cooking a simple meal and mending socks for her husband."

Card stacking is a technique which aims at indicting by giving "half truths." For example: "George Rundy has been in and out of juvenile homes and penal institutions since he was twelve years old." The speaker neglects to say that George Rundy's father is a Correctional Officer.

Band wagon is a technique which seeks to appeal to a desire to be on the popular side. It may declare that, "Everybody that's anybody is voting for Wayward Jons." This means that if you are anybody you will vote for him, also. The pitch is to get moving and do it because everybody is doing it.

Be Not Deceived: Recognizing Various Propaganda Techniques

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Be Not Deceived: Recognizing Various Propaganda Techniques

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CLUSTER F

DIFFERENT SPEEDS FOR DIFFERENT NEEDS: RATE FLEXIBILITY

MODULE 1

The Eyes Have It: The Mechanics of Reading and the Concept of Rate

RATIONALE - In order to gain the full benefits from a reading improvement program, a student should understand the mechanics of the reading process. Efficient reading involves many skills, one of which is visual acuity. This skill relies heavily on eye movement, but involves much more than recognition or visual fixations.

This module is designed to help the student to learn about eye movements and their relationship to the concept of rate.

OBJECTIVE - The student will acquire a thorough knowledge of the mechanics of reading and the concept of rate.

The Eyes Have It: The Mechanics of Reading and the Concept of Rate

Pre-assessment

Part I

Instructions: Read the following statements and answer, "Yes," if the statement is true, and "No," if the statement is false.

1. Eye movement patterns can be improved through practice. _____
2. Poor eye movements are a symptom rather than a cause of poor reading ability. _____
3. When reading, one's eyes move from left to right in a continuous sweep. _____
4. A narrow span of recognition limits both rate and comprehension. _____
5. Subvocalization is the movement of lips without oral pronunciation. _____
6. Fewer regressions are characteristic signs of, but not the only factors in, effective reading rate. _____

Part II

Instructions: Define the following:

1. fixation ____
____.
2. eye span ____
____.

The Eyes Have It: The Mechanics of Reading and the Concept of Rate

Pre-assessment (continued)

Part III

Instructions: Choose the best answer for the following questions. Circle the letter.

1. With training, one's reading speed can increase to

    a. twice what it was before.
    b. three or four times as much as the average adult reading rate.
    c. no more than the normal rate of vocal speech.
    d. twice as much as the normal rate of vocal speech.

2. Excessive regression

    a. is a result of a lack of concentration.
    b. improves the rate of comprehension.
    c. is a good practice when scanning material.
    d. is a result of efficient eye movements.

3. The movement that carries the eyes from the end of a line to the beginning of the next line is called

    a. fixation point.
    b. eye span.
    c. return sweep.
    d. saccadic eye movement.

The Eyes Have It: The Mechanics of Reading and the Concept of Rate

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	1. Participates in a teacher-led discussion on the mechanics of reading. (See "Information Section" for this module.)	
	2. Completes a personal reading habits inventory, such as the one in Witty, "Check Your Reading Needs," How to Become a Better Reader, p. 37 (K-100).	
1. Demonstrates a knowledge of the mechanics of reading and its relationship to rate. 1.1 Defines the following terms: a. Saccadic eye movement b. Regression c. Return sweep d. Recognition span e. Fixation point f. Subvocalizing	3. Reads the following materials to determine the meaning of terms and to acquire knowledge of the mechanics of the reading process: a. Spargo, "The Mechanics of Reading," The Now Student, pp. 29-34 (K-100), (C-200). b. Witty, "How Your Eyes Behave While Reading," How to Become a Better Reader, p. 46 (K-100), (C-200).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	c. Leedy, "How Well Do You Read Now," Your Reading-A Guide to Greater Speed, pp. 27-30 (K-100), (C-200).	
	d. Waldman, "The Act of Reading," "Terminology," Reading with Speed and Confidence, p. 30 (K-100), (C-200).	
	4. Reads the following: a. Glock, "Eye Movements in Reading," The Improvement of College Reading, p. 125 (K-100), (C-200). b. _____, "Vision in Reading," pp. 115-121 (K-100), (AP-300).	1. Completes comprehension test, with a minimum of 80% accuracy, in Glock, "Eye Movements in Reading," The Improvement of College Reading, p. 131.
	5. Studies Lewis, "Inner Speech, Lip Movement, Vocalization, and Regressions," How to Read Better and Faster, pp. 79-91 (C-200).	

The Eyes Have It: The Mechanics of Reading and the Concept of Rate

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
2. Demonstrates a knowledge of techniques for improving eye movements.	6. Studies Gray, "How Do You Read?" *Better and Faster Reading*, pp. 25-49 (C-200).	2. Completes review tests, with 80% accuracy, in Gray, "How Do You Read?" *Better and Faster Reading*, p. 50.
	7. Reads and answers questions in Judson, "The Mechanics of Reading," *The Techniques of Reading*, pp. 73-83 (K-100), (C-200), (AP-300).	

The Eyes Have It: The Mechanics of Reading and the Concept of Rate

Post-assessment

Part I

Instructions: Underline the correct choice in each group.

1. One's reading habits are affected by:

    a. physical factors.
    b. mental skills.
    c. personality factors.
    d. all of the above.

2. Skillful reading requires:

    a. a narrow recognition span.
    b. concentration upon the techniques of reading rather than what is read.
    c. efficient eye movement.
    d. reading faster than 500 words per minute.

3. The eyes move across a line of print:

    a. in one, long, smooth, even movement.
    b. by moving forward and backward.
    c. in starts and stops.
    d. all of the above.

4. The number of fixations per line depends upon:

    a. the difficulty of the material.
    b. the purpose of the reader.
    c. both a and b.
    d. neither a nor b.

The Eyes Have It: The Mechanics of Reading and the Concept of Rate

Post-assessment (continued)

5. One can become aware of subvocalizing by:

   a. having a friend watch while he reads.
   b. feeling the throat as he reads.
   c. looking into a mirror.
   d. none of these.

Part II

Instructions: Fill in the blank space with a word that correctly completes the thought.

1. When one is reading, each stop that one's eyes make is called a ________________.

2. The best way to improve one's eye ____________ is to give full attention to how one is reading rather than what one is reading.

3. ________________ is a backward movement of the vision to cover material a second time.

4. The movement that carries the eyes from the end of a line to the beginning of the next line is called the ________________ ________________.

5. ________________ ________________ is the number of words one sees and understands at a single glance.

The Eyes Have It: The Mechanics of Reading and the Concept of Rate

Answer Keys

Pre-assessment

Part I

1. yes
2. yes
3. no
4. yes
5. yes
6. yes

Part II

1. A fixation is a pause or stop that the eyes make when reading.
2. An eye span is the number of words that the eyes can see at a single glance.

Part III

1. d
2. a
3. c

Post-assessment

Part I

1. d
2. c
3. c
4. c
5. b

Part II

1. fixation
2. movement
3. Regression
4. return sweep
5. Recognition span

The Eyes Have It: The Mechanics of Reading and the Concept of Rate

Information Section

Suggested Outline for Teacher-led Discussion

The discussion should include, but need not be limited to, the following:

I. What do your eyes do while you are reading?

    A. Fixations
    B. Recognition span
    C. Return sweep
    D. Regression
    E. Saccadic eye movements

II. Techniques for developing efficient readers.

    A. Eliminate both lip and throat movement.
    B. Practice reading faster without regressing.
    C. Read in thought units rather than word-by-word.
    D. Concentrate on getting meanings rapidly, and this will usually improve rate as well.
    E. Practice reading silently without vocalizing and subvocalizing.
    F. Broaden your recognition span; the wider the span the better the reading.
    G. Try using various devices as pacers.

The Eyes Have It: The Mechanics of Reading and the Concept of Rate

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CLUSTER F

DIFFERENT SPEEDS FOR DIFFERENT NEEDS: RATE FLEXIBILITY

MODULE 2

Fit the Pace to the Case: Establishing Purposes and Adjusting Rates

RATIONALE - A college student encounters a wide range of reading situations and reading materials; thus, he must be able to adjust his reading to the situation and to the material. This requires efficient, flexible reading skill. The good reader adjusts reading rates and techniques to his reading purposes and the kind of material which he is using. When a change is made from reading one kind of material to another kind, the reader should change his technique of reading. Not all printed material is on the same level of difficulty; nor does all material require the same reading speed. A reader with only one technique and one purpose for reading is handicapped, just as is a plumber with only one tool, or a doctor with only a stethoscope.

OBJECTIVE - This module will help the student to interpret what is meant by "reading for a purpose" and to determine what adjustments in rate are needed in reading for various purposes.

Fit the Pace to the Case: Establishing Purposes and Adjusting Rates

Pre-assessment

Part I

Instructions: Fill in the blank spaces in the items below in order to correctly complete each statement.

1. Four types of reading are: ____________________, ____________________, ____________________, and ____________________.
2. Four general purposes for reading are: ____________________, ____________________, ____________________, and ____________________.
3. A reader's most rapid rate of reading is used in the technique of ____________________ for ideas.
4. When reading to locate specific answers to questions, one should use the technique of ____________________.
5. Reading for knowledge and reading for making notes usually require a reader to read at his ____________________ rate.

Fit the Pace to the Case: Establishing Purposes and Adjusting Rates

Pre-assessment (continued)

Part II

Instructions: Identify the correct responses in the two items below. Circle the appropriate letters.

1. The rate at which one reads is determined by:

    a. content.
    b. purpose.
    c. difficulty.
    d. mood.

2. When one reads to determine the author's general trend of thought, which of the following techniques should he employ?

    a. Read slowly and carefully.
    b. Skim the entire section.
    c. Scan the selection.
    d. Read rapidly with concentration on specific details.

Fit the Pace to the Case: Establishing Purposes and Adjusting Rates

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Knows how purpose affects rate and adjusts rates according to purpose and difficulty of material.	1. Listens to tape Listen and Read, "Shifting Gears in Reading," G-L 18 (K-100), (C-200), (AP-300). 2. Reads the following: a. Witty, "How to Read for a Purpose," How to Become a Better Reader, p. 60 (K-100), (C-200). b. Leedy, "What Is Your Purpose in Reading?" Your Reading-A Guide to Greater Speed and Understanding, pp. 159-163 (K-100), (C-200).	
1.1 Determines what is meant by "reading for a purpose," and determines what techniques are needed in reading for various purposes.	3. Studies Glock, "Reading Varies with Purpose," The Improvement of College Reading, pp. 33-34 (K-100), (C-200).	1. Completes comprehension test, with 80% accuracy, in Glock, "Reading Varies with Purpose, Test I," The Improvement of College Reading, p. 39.
1.2 Applies appropriate techniques to reading selected materials for various purposes.	4. Studies and answers questions in Niles, "How Author's Purpose Affects Reader's Purpose,"	2. Completes test, with 80% accuracy, in Niles, "How Author's Purpose Affects

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
	Tactics In Reading III, pp. 61-62 (K-100), (C-200).	Reader's Purpose," Tactics in Reading III, pp. 63-64.
2. Recognizes four types of reading and purposes for which they are used.	5. Reads Niles, "Three General Ways of Reading," Tactics in Reading III, p. 49 (K-100), (C-200).	
2.1 Study-type reading: intensive reading for information and reflective reading, usually maintaining a slow rate	6. Reads Cosper and Griffen, "Purpose in Reading-Reflective Reading," Toward Better Reading Skills, p. 186 (K-100), (C-200).	
2.2 Functional reading: reading required to carry on life's activities, such as, directions for catching a bus, diagram of bus route, reading a road map	7. Studies and answers questions in Niles, "How to Figure Car Costs," Tactics in Reading III, pp. 53-55 (K-100), (AP-300). 8. Reads Cosper and Griffen, "Purpose in Reading," Toward Better Reading Skills, p. 185 (K-100), (C-200).	
2.3 Recreational reading: reading for entertainment, normally reserved for newspapers, magazines of a nontechnical nature and easy novels	9. Reads Cosper and Griffen, "Purpose in Reading," Toward Better Reading Skills, p. 186 (K-100), (C-200).	

Fit the Pace to the Case: Establishing Purposes and Adjusting Rates

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
2.4 Accelerated reading: reading at very rapid rates, selective reading making use of skimming and scanning, usually employed when only main ideas or specific facts are sought		3. Completes exercises, with 80% accuracy, in Niles, "Adjusting to Different Purposes," *Tactics in Reading III*, pp. 59-60.
3. Demonstrates a knowledge of four general purposes for reading and determines the appropriate techniques and suitable rates to use.	10. Studies Witty, "How to Read for a Purpose" (See Table I.), *How to Become a Better Reader*, pp. 60-61 (C-200). 11. Studies Witty, "Table II," *How to Become a Better Reader*, p. 75 (C-200).	
3.1 Reading for main ideas	12. Reads and completes exercise in Witty, "Read to Get the Main Idea," *How to Become a Better Reader*, pp. 60-64 (K-100), (C-200), (AP-300).	
3.2 Reading for important details	13. Reads Witty, "How to Do Careful Detailed Reading," *How to Become a Better Reader*, pp. 94-96 (K-100), (C-200).	4. Completes test, with 80% accuracy, in Witty, "How to Do Careful Detailed Reading," *How to Become a Better*

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
		Reader, pp. 65-66.
3.3 Reading to evaluate	14. Reads Witty, "How You Can Evaluate What You Read," *How to Become a Better Reader*, pp. 107-109 (K-100), (C-200).	5. Completes practice exercises, with 80% accuracy, in Witty, "Careful Reading for Information and Critical Reading," *How to Become a Better Reader*, pp. 109-112.
3.4 Reading for general impressions	15. Studies the following: a. Strang, et al., "Read to Comprehend Author's Thought," *Study Type of Reading Exercises*, pp. 40-43 (C-200).	6. Completes comprehension test, with 80% accuracy, in Strang, et al., "Read to Comprehend Author's Thought," *Study Type of Reading Exercises*, pp. 43-44.
	b. Witty, "How to Learn to Skim for General Impressions," *How to Become a Better Reader*, pp. 85-86 (K-100), (C-200).	7. Completes comprehension test, with 80% accuracy, in Witty, "How to Skim for General Impressions," *How to Become a Better Reader*, pp. 86-88.

Fit the Pace to the Case: Establishing Purposes and Adjusting Rates

Post-assessment

Instructions: Indicate which of the following types of reading are appropriate for the specified purposes.

1) functional 2) rapid-reading (scanning, skimming) 3) recreational
4) study-type

1. To find answers to specific questions.________________

2. To determine the author's purpose for writing the material.________________

3. To select facts which relate to special problems.________________

4. To determine the central thought of a selection.________________

5. To follow a sequence of events.________________

6. To locate main ideas and determine the essence of an entire selection.________________

7. To outline the thoughts of an author.________________

8. To satisfy a mood or create an impression.________________

9. To determine the shortest route to a city.________________

10. To determine biases and recognize propaganda.________________

Fit the Pace to the Case: Establishing Purposes and Adjusting Rates

Answer Keys

Pre-assessment

Part I

1. a. study-type reading
    b. functional reading
    c. recreational reading
    d. accelerated or rapid reading

2. a. reading for main ideas
    b. reading for important details
    c. reading to evaluate
    d. reading for general impressions

3. skimming

4. scanning

5. slowest

Part II

1. a, b, and c

2. b

Fit the Pace to the Case: Establishing Purposes and Adjusting Rates

Answer Keys (continued)

Post-assessment

1. rapid reading, scanning
2. rapid reading, skimming
3. study-type reading
4. rapid reading, skimming
5. study-type reading
6. rapid reading, skimming
7. study-type reading
8. recreational reading
9. functional reading
10. study-type reading

Fit the Pace to the Case: Establishing Purposes and Adjusting Rates

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Witty, Paul. *How to Become a Better Reader*. Chicago: Science Research Associates, Inc., 1953.

Tape

"Shifting Gears in Reading," G-L 18. *Listen and Read*. Huntington, New York: Educational Developmental Laboratories, 1961.

CLUSTER F

DIFFERENT SPEEDS FOR DIFFERENT NEEDS: RATE FLEXIBILITY

MODULE 3

Up! Up! and Away: Techniques of Rapid Reading

RATIONALE - One of the skills of reading which lends itself very readily to improvement is the skill of rapid reading. Three strategies of reading rapidly are reading in meaningful thought units, skimming and scanning.

Authors do not agree on a single definition of skimming and scanning. Often they are used synonymously, and sometimes one is omitted in favor of the other. In this guide the following definitions are used:

> Skimming and scanning are not the same thing. In skimming, a person covers all of the text to get general information. In scanning, a person sweeps his eyes over a body of text in search of one particular item. In case he wishes to find one certain number, or the name of something, or the time at which a certain program will be presented, then he scans the reading text to find that one thing he wants to know.[1]

The purposes of this module are to give procedures and to provide practice in applying the various techniques of reading rapidly.

OBJECTIVE - The student will acquire a thorough knowledge of the specified techniques of rapid reading and develop the ability to apply these techniques when reading different types of material for different purposes.

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[1] Nila Banton Smith, Be a Better Reader Book VI (Englewood Cliffs: Prentice-Hall, Inc., 1961), p. 19.

Up! Up! and Away: Techniques of Rapid Reading

Pre-assessment

Instructions: Read the following questions carefully and perform the tasks indicated.

1. The best way to train your eyes and your mind to grasp word groups instead of single words is to use thought units. Show your understanding of this practice by separating the thought units in the following paragraph with a slanting line:

   It is inappropriate to speak of a single reading speed. When asked, "How rapidly do you read?" one should answer, "How rapidly do I read what kind of material and for what purpose?" You see, the rate at which one reads depends on the material being read and the purpose for which it is being read.

2. Define these terms:

   a. scanning ____

   ____.

   b. skimming ____

   ____.

Up! Up! and Away: Techniques of Rapid Reading

Pre-assessment (continued)

3. Indicate the situations in which skimming is appropriate, by underlining the letter(s).

   a. getting general impressions.
   b. following the explanation of a process.
   c. previewing.
   d. finding main ideas.
   e. locating a number in a telephone directory.

4. Define recreational reading.____

   ____.

5. How does study-type reading differ from accelerated reading?________________

   ____.

6. List four situations in which a reader may apply scanning techniques.

   ____

   ____

   ____

   ____

Up! Up! and Away: Techniques of Rapid Reading

Pre-assessment (continued)

7. Below are listed steps in the process of previewing an article or chapter. Place the steps in the proper order. To indicate the proper order, you may write numbers (1-5) in the spaces provided.

_____ a. Read the summary.
_____ b. Study the title.
_____ c. Read the introductory paragraph.
_____ d. Study illustrative materials.
_____ e. Read the sub-heading(s).

8. When should you skim for the main ideas? List all correct responses, by underlining the letter(s).

a. when you want a preview of something you are going to read.
b. when you wish to write the explanation of a process.
c. when you want to review something you have read.
d. when the lack of time forces you to substitute speed reading for thorough reading.
e. when you wish to study.

Up! Up! and Away: Techniques of Rapid Reading

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1. Demonstrates a knowledge of three specified techniques:	1. Reads "Speed Reading-The Key Technique," Columbia University Study Program in Rapid Reading with Improved Retention, pp. 1-14 (K-100), pp. 15-26 (AP-300).	1. Divides a selected paragraph into meaningful thought units.
1.1 Recognizes organization of ideas by grouping words into thought units.	2. Reads and completes exercises in Smith, "Developing Speed in Reading," Be a Better Reader Book VI, pp. 9-10 (K-100), (C-200), (AP-300).	
1.2 Exhibits an understanding of skimming.	3. Reads Smith, et al., " Skimming," Learning to Learn, pp. 64-65 (K-100).	2. Applies previewing, overviewing and reviewing techniques to a designated selection with 80% accuracy.
	4. Reads Judson, "Key Word Reading," The Techniques of Reading, pp. 85-87 (AP-300).	
	5. Listens to "Skimming and Scanning," Listen and Read, tape M-P 19 (C-200), (AP-300).	3. Identifies correctly four of six situations in which one should employ skimming techniques, and four of six situations in which one should employ scanning techniques.

Up! Up! and Away: Techniques of Rapid Reading

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
1.3 Recognizes how scanning differs from skimming.	6. Reads Slater, "Skimming and Scanning," *Why, What, How to Read*, pp. 304-305 (K-100), (C-200); pp. 305-315 (AP-300).	
	7. Identifies six purposes of skimming and six purposes of scanning (K-100).	
2. Demonstrates the ability to apply the techniques of skimming and scanning in varied situations:	8. Reads Smith, "Skimming for General Impression," *Be a Better Reader Book VI*, p. 13 (C-200), pp. 14-15 (AP-300).	4. Applies skimming and scanning techniques to two designated selections, with 80% accuracy.
2.1 Skimming for general impressions		
2.2 Skimming for previewing	9. Reads Smith, "How to Preview," *Be a Better Reader Book VI*, pp. 21-22 (AP-300).	
2.3 Skimming for main ideas	10. Reads Stroud, et al., "Speeded Comprehension of Paragraphs," *Improving Reading Ability*, pp. 77-78 (K-100), (C-200).	5. Demonstrates skills in using the telephone directory as well as reading newspapers and magazines. Guidelines for completion of each activity are to be determined by the
2.4 Scanning in daily life activities (telephone directories, newspapers, magazines)	11. Reads Gray, "Improving Your Daily Reading," *Better and Faster Reading*, pp. 229-240, (K-100), (C-200).	

COMPETENCIES	LEARNING EXPERIENCES	CRITERION BEHAVIORS
		student and the teacher.
2.5 Skimming for recreational reading--novels, essays, feature articles, humorous content	12. Reads Gray, "Reading for Relaxation, " *Better and Faster Reading*, pp. 259-277 (K-100), (C-200), (AP-300).	
2.6 Scanning in textbook reading	13. Reads "How to Get More out of Informative Books," *Columbia University Study Program in Rapid Reading with Improved Retention*, pp. 1-18 (K-100), (C-200), pp. 19-43 (AP-300).	6. Devotes 15-25 minutes of each period to sustained silent reading of self-selected materials.
		7. Follows guidelines for previewing chapters and textbooks (See "Information Section.") and correctly completes each step in the process.

Up! Up! and Away: Techniques of Rapid Reading

Post-assessment

Instructions: The post-assessment is the same as the pre-assessment, except that the paragraph which follows is to be used with the first item on the instrument.

Alternate Paragraph

There is a right way and a wrong way to learn the techniques of rapid reading. First of all, one should avoid choosing a long, difficult article which contains unfamiliar material. The art of rapid reading can be learned quickly, but one should not handicap himself by practicing on inappropriate materials.

Up! Up! and Away: Techniques of Rapid Reading

Answer Keys

Pre-assessment

1. The markings indicated below may serve as a guide; however, the responses will vary from person to person, depending on individual eye-span. Be advised that single word markings are inappropriate.

   It is inappropriate/ to speak of/ a single reading speed./ When asked,/ "How rapidly do you read?"/ one should answer,/ "How rapidly/ do I read/ what kind of material/ and for what purpose?"/ You see,/ the rate at which/ one reads/ depends on the material/ being read/ and the purpose/ for which it/ is being read.

2. Scanning: the process of sweeping one's eyes over a body of text in search of one particular item, for example, to find a telephone number.

   Skimming: the process whereby one covers all of the text to get general information, for example, to note main ideas.

3. a, c, d.

4. Recreational reading: the rate and type of reading normally reserved for newspapers, magazines of a non-technical nature, and most fiction. Since there is generally no need for a high level of comprehension, the rate can be quite high.

5. Study-type reading differs from accelerated reading in the following ways:

   a. the materials used.
   b. the skills applied--evaluation, drawing conclusions, note-making, outlining, summarizing, etc.
   c. rate of reading--slower for study-type reading.

Up! Up! and Away: Techniques of Rapid Reading

Answer Keys (continued)

6. Answers will vary. Possible answers include the following:
   - a. Finding a number in a telephone directory.
   - b. Using an index.
   - c. Locating an item in a paragraph.
   - d. Locating a specific fact on a table or graph.

7. b, c, d, e, a.

8. c, d.

Post-assessment

Alternate Paragraph

The markings indicated below may serve as a guide; however, the responses will vary from person to person, depending on individual eye-span. Be advised that single word markings are inappropriate.

There is a/ right way/ and a wrong way/ to learn the technique/ of rapid reading. First of all,/ one should avoid/ choosing a long,/ difficult article/ which contains unfamiliar material./ The art of/ rapid reading/ can be learned quickly,/ but one should not/ handicap himself/ by practicing on/ inappropriate materials.

Up! Up! and Away: Techniques of Rapid Reading

Information Section

Guidelines for Examining the Textbook

The following areas are suggested for inclusion in the development of the guidelines for examining the textbook:

1. Author
2. Copyright date
3. Preface/Introduction
4. Table of contents
5. Bibliography
6. Index
7. Appendix and glossary, if given

Up! Up! and Away: Techniques of Rapid Reading

Bibliography

Books

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Tape

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APPENDIXES

APPENDIX I

INDIVIDUAL STUDENT FORM FOR MODULAR DELIVERY SYSTEM

NAME________________________________
COURSE______________________________

INSTRUCTOR__________________________
CLASS HOUR__________________________

CLUSTER________
MODULE________

Date Started________

Expected Completion________

Date Completed________

Grade________

Assessment Scores		Learning Experiences (List numbers.)	Criterion Behaviors (List numbers and scores.)	COMMENTS	
Pre	Post			Student	Instructor

CLUSTER________
MODULE________

Date Started________

Expected Completion________

Date Completed________

Grade________

Assessment Scores		Learning Experiences (List numbers.)	Criterion Behaviors (List numbers and scores.)	COMMENTS	
Pre	Post			Student	Instructor

APPENDIX 2

CLASS RECORD FORM FOR MODULAR DELIVERY SYSTEM

COURSE____________________ CLASS HOUR________________ INSTRUCTOR____________________

	CLUSTER____ MODULE #____					CLUSTER____ MODULE #____					CLUSTER____ MODULE #____					CLUSTER____ MODULE #____				
	Assessment Scores		Dates			Assessment Scores		Dates			Assessment Scores		Dates			Assessment Scores		Dates		
NAME OF STUDENT	Pre	Post	Start	Compl	Gr	Pre	Post	Start	Compl	Gr	Pre	Post	Start	Compl	Gr	Pre	Post	Start	Compl	Gr

APPENDIX 3

STUDENT FEEDBACK FOR ASSESSING THE MODULAR DELIVERY SYSTEM

NAME______________________ DATE______________________

CLUSTER______________________ MODULE______________________

This form is designed for obtaining feedback about modules used in this course. The main purpose of this feedback is to evaluate the quality of the module and the benefit of the module to you. Your opinions will be used to help your instructor revise the module.

1. DIRECTIONS: Please circle the number of the response which most accurately indicates your reaction to the module. On a scale from 5 to 1, each number represents the following opinion:

5 I strongly agree.
4 I tend to agree, but not strongly so.
3 I am undecided.
2 I tend to disagree, but not strongly so.
1 I strongly disagree.

5 4 3 2 1 1. The module pre-assessment provided an accurate measure of my entering capabilities.

5 4 3 2 1 2. The statement of the rationale aroused my interest in the module and motivated me to work through the module.

5 4 3 2 1 3. The objectives were clearly stated and understandable.

5 4 3 2 1 4. Each competency specified accurately what skill or knowledge I would acquire and the conditions for performing the activity.

5 4 3 2 1 5. The "Learning Experiences" provided activities which enabled me to achieve the stated competencies.

5 4 3 2 1 6. The "Learning Experiences" provided sufficient alternatives (listening, reading, viewing, etc.) for different learning opportunities and styles.

5 4 3 2 1 7. The "Learning Experiences" offered me a variety of interesting and valuable activities to help me achieve the objectives and competencies.

5 4 3 2 1 8. The "Criterion Behaviors" provided adequate feedback to indicate how well I was achieving the competencies.

5 4 3 2 1 9. The post-assessment directly measured my achievement of the stated objective and competencies.

5 4 3 2 1 10. The competencies I achieved in this module were worthwhile.

11. DIRECTIONS: The following are statements which you should complete.

1. What I liked best about this module was:

2. What I liked least about this module was:

3. I would/would not (Underline one.) recommend that this module be used again because:

4. I recommend the following changes in the module:

APPENDIX 4

ENGLISH--GROUP READING INVENTORY[1]

Directions for the diagnostic survey test are based on an English literature textbook.

I. Use between 34-40 questions.

II. Use questions designed to measure the following reading skills in the proportions shown below.

A. Using parts of the book (3 questions in all)
    1. Table of Contents
    2. Index of Titles
    3. Glossary
    4. Biographical Data
    5. Introductory paragraph to story

B. Vocabulary needs
    1. Meaning (7-8 questions)
        a. General background of word meanings
            (1) select correct meaning from several dictionary meanings
            (2) antonyms, synonyms
        b. Contextual meanings
    2. Word recognition and attack (14-15 questions)
        a. Divide words into syllables

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[1] From Comprehensive High School Reading Methods by David L. Shepherd. Copyright © 1973. Reproduced by permission of the publishers, Charles E. Merrill Publishing Company, Columbus, Ohio 43216.

    b. Designate the accented syllable
    c. Note and give meaning of prefixes and suffixes
    d. Changing the part of speech of a word (noun to verb, adjective to adverb, etc.)

C. Comprehension (11-12 questions)
   1. Noting the main idea
   2. Recalling pertinent supporting details
   3. Drawing conclusions, inferences
   4. Noting the sequence of ideas

D. Reading rate. Have student note the time it takes for him to read the selection. Then, figure reading speed in words per minute.

Example: Words in selection: 4000

Time to read: 10 minutes

$\frac{4000}{10}$ equals 400 words per minute

Time may be recorded by student noting clock time for starting and stopping or by teacher recording time on blackboard every 30 seconds (1',1'30",2', etc.)

E. Skimming to locate information (2-5 questions)
Use selection different from the one used for comprehension and speed purposes.

III. Choose a reading selection of not more than four pages.

IV. In administering the inventory:

A. Explain the purpose of the inventory and the reading skills it is designed to measure. When the inventory is given, advise the students which skill is being measured.

B. Read each question twice.

C. Questions on the use of the parts of a book are asked first. Students will use their books.

D. Introduce the reading selection, establishing necessary background on the topic and giving the students a question to guide their reading.

E. Read selection silently. [illegible]te and figure speed.

F. Ask questions on vocabulary. Students will use book for questions measuring ability to determine meaning from context. They will not use the book for other vocabulary questions, and these should be written on the blackboard.

H. Skimming. Use a new selection. Books will be used.

V. A student is considered to be deficient in any one specific skill if he answers more than one out of three questions incorrectly, or more than two incorrectly when there are more than three questions measuring a specific skill.

VI. This inventory, being administered to a group, does not establish a grade level. Nonetheless, anyone scoring above 90 per cent may be considered to be reading material too easy for him. Anyone scoring below 65 per cent may be considered to be reading material too difficult for him. If the material is suitable, the scores should range between 70-90 per cent.

VII. Form of tabulation of results--see page 30.

VIII. Sample Form of Inventory

Parts of book

1. "On what page does the unit (section) entitled Exploring One World begin?"
2. "What section of your book would you use to find out something about the author of a story in the book?" (Determines knowledge of section on biographical data.)

3. "In what part of the book can you find the meaning of a word that you might not know?" (Determines knowledge of glossary.)

Introduce story

Explore student background of experiences on the subject of the story and set up purpose questions. Students read silently. Time required is noted.

Vocabulary

4. "What is meant by the word crab as it is used in the story (line_____, column_____, page_____)?"

Contextual meaning

5. "What is meant by the word eliminated (line_____, column_____, page_____)?"

Synonyms and antonyms

6. "What word means the opposite of temporary?"
7. "Use another word to describe the coach when he looked amazed."

General knowledge of meaning

8. "Select the proper meaning of the word entice."
   a. to lure, persuade
   b. to force
   c. to ask
   d. to caution
9. "Select the proper meaning of the word initial."
   a. the last or end
   b. the beginning or first
   c. the middle
   d. a letter of the alphabet
10. "Select the proper meaning of the word rectify."
   a. to do wrong
   b. to make right
   c. to destroy
   d. a priest's home

Word Recognition: syllabication; accents	"Divide the following words into syllables and show which syllable is accented:" 11-12. eliminated 13-14. amazed 15-16. undemocratic 17-18. fraternities
Prefixes and suffixes	19. "What does the prefix un mean as used in undemocratic?" 20. "What is meant by pre in the word prescription?" 21. "Change the verb astonish to a noun." 22. "Change the noun boy to an adjective." 23. "Change the adjective democratic to a noun." 24. "Change the adjective slow to an adverb."
Comprehension:	25. "What is a ____________________? What happened when ____________________?"
main ideas;	26. (Such questions as applicable here; ask for only the 27. main points of the story.)
details	28. (Questions to ask for specific bits of information 29. about the principal characters or 30. ideas of the material.)
Drawing conclusions; inferences	31. (Questions, the answers to which are not completely 32. found in the textbook. Questions beginning with "why," 33. making comparisons, or predicting what may happen. e.g. "Why did Bottle imagine he could perform such astounding athletic feats as setting the state high school record in jumping?")
Sequence	34. (May be omitted.) Questions asking what happened as 35. a result of _____, what steps did the police use to solve the mystery, etc.
Skimming	36. Use a new reading selection. (Questions designed to 37. have the pupil locate some specific bit of information)

APPENDIX 5

SOCIAL STUDIES--GROUP READING INVENTORY[2]

Directions for the diagnostic survey test are based on a social studies textbook.

I. Use between 26-30 questions.

II. Write questions designed to measure the following reading skills in the proportions shown below.

   A. Using parts of the book (5 questions)
   B. Using resource (library) materials (4 questions)
   C. Using maps, pictures, charts, etc. (4 questions)
   D. Vocabulary (3 questions)
   E. Noting the main idea (3 questions)
   F. Noting pertinent supporting details (3 questions)
   G. Drawing conclusions (3 questions)
   H. Noting the organization of the material (1 question)

III. Choose a reading selection of not more than 3-4 pages.

IV. Have questions of skills D through H--vocabulary, main ideas, details, conclusions, and organization--based on the reading selection.

V. In administering the inventory:

   A. Explain to the pupils the purpose of the test and the reading skills the test is designed to measure. As the test is given, let the students know the skill being measured.

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B. Read each question twice.

C. Write the page reference of each question on the blackboard as the question is read if the student is to refer to the textbook.

VI. A student is considered to be deficient in any of the skills if he gets more than one question in any of the skills wrong.

VII. Sample form of Inventory

Parts of book

1. "On what page would you find the map that shows (name of map)?" (Shows use of map table found in front of book.)
2. "On what page does Chapter_____begin? What is the title of the unit of which it is a part?" (Shows use of Table of Contents.)
3. "How can the introduction on pages_____help you in your study?" (Shows understanding of unit introduction.)
4. "Of what value are the questions, activities, and vocabulary shown on pages_____to you for understanding the material in the textbook?" (Shows understanding of specific textbook study aids.)
5. "In what part of the book would you look to find the page references of this topic:______________________?" (Shows purpose of index.)

Use of Resources

6. "What library aid will tell you the library number of the book,______________________, so that you would be able to find it on the shelves?" (Shows knowledge of card catalog function.)

7. "What is a biography?" (Shows knowledge of one type of reference book.)
8. "Name one set of encyclopedias. How are the topics in them arranged?" (Shows knowledge of a type of reference material.)
9. "Name a library guide that will help you find a specific magazine article. If you were to give a report in class and you knew that most of your information would be in current magazines, what guide would you use that would tell you what magazine(s) and what issue of it to use for information on your topic?" (Shows knowledge of a type of library guide to research.)

Use of maps, charts, etc.

10. "What does the map on page_____show you?" (Shows an understanding of fundamental idea on map.)
11. "What do the black areas (or some other feature) shown on the map on page_____represent?" (Shows ability to read information from a map.)
12. "Turn to page_____."
    Ask for some specific bit of information that is shown by the chart. Example: chart showing organization of federal government--"What are the three branches of our federal government?" (Shows ability to understand charts, diagrams.)
13. "Turn to page_____."
    Ask for some specific bit of information that is shown by the picture. Ask also for interpretation. Example: picture showing sod house on the prairie--"What is the settler's house made of? Can you tell why that type of building material is used?" (Shows ability to understand and interpret picture.)

"Read pages_____."

Understanding vocabulary	14.	"Define_____."
	15.	"What did So and So mean when he said________?" (word or term to be defined from the comment must be pointed out) (Contextual meanings)
	16.	"What is a_____?"
Noting main ideas	17. 18. 19.	Questions to ask for only the main points of information--main ideas of the longer important paragraphs.
Noting details	20. 21. 22.	Questions to ask for specific bits of information about the principle [sic] characters or ideas of the material.
Drawing conclusions	23. 24. 25.	Questions, the answers to which are not completely found in the text. Questions beginning with "why," making comparisons, predicting events, measure drawing conclusions. Example: "Why did the pioneers brave the dangers to move west?"
Seeing organization	26.	"Each author follows an outline in writing the information in your textbook. In looking through Chapter (one from which the reading selection was taken) write down the author's first main topic." or "If you were to outline the material that you have read, what would be the I, II, III main topics of your outline?"

APPENDIX 6

SAMPLE CLASS PROFILE/SUMMARY CHART[3] FOR GROUP READING INVENTORIES

Name of Class ______________________ Section __________ Teacher ______________

Name	Use of parts of books	Vocabulary	Meaning	Contextual meanings	Synonyms and antonyms	General knowledge	Word recognition	Syllabication	Accent	Prefixes and suffixes	Part of speech	Main ideas	Supporting details	Drawing conclusions	Sequence of ideas	Skimming	Speed in wpm	Comments
Jones, J.																		
Brown, R.																		

(Check wherever pupil is deficient)

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When reading the summary chart horizontally, the skill needs of each individual are shown. When reading vertically, class patterns are indicated. For instance, only certain students may show the need for specific instruction in getting the main idea while the entire class may show a weakness in vocabulary. A clear rationale for grouping according to need is provided and the skill instruction needed for the class becomes clear.